

## **THE ROLE OF TEACHER'S GUIDANCE COUNSELING IN HANDLING TROUBLED STUDENTS**

**(Case Study on Student Grade X at Madrasah Mu'allimin  
Muhammadiyah Yogyakarta)**

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### **Abstract**

*Adolescence is a period prone to instability where they have a high curiosity about something, not except the desire to break the rules when sitting in class X Aliyah. Therefore, the guidance and counseling teacher's role is very important where the guidance and counseling teacher can act as a service room for the students in terms of fostering students with special files at Madrasah Mu'allimin. The objective of this research is to examine the role of Teacher's Guidance Counseling in educating students of class X Aliyah Madrasah Mu'allimin Muhammadiyah Yogyakarta. This research is a type of field research where the research method is qualitative by taking the background of the Mu'allimin Muhammadiyah Yogyakarta Madrasah as the research location. Meanwhile, the results of the study indicate that the role of counseling teacher in fostering students who are involved is through various forms of approaches, for example, by socializing the rules of conduct in madrasah and dormitories, conducting case raids as a preventive effort, imposing sanctions according to the type of violation, and finally through development activities. The potential for students to actively participate in positive activities in extracurricular activities, organization, committee events, and participation in competitions.*

**Keywords:** *Student, Guidance and Counseling Teacher, Mu'allimin Muhammadiyah Yogyakarta.*

## **A. INTRODUCTION**

Humans are social beings, they always need the help of others where education is known as guidance. In a school institution, it cannot be excluded from the role of a counselling teacher, where it is a part of education. The teacher's guidance and counselling are quite valuable in such a school in which the teacher's guidance and counselling would actually deal with an issue faced by the students and guide students to much more positive behaviour, etc. In a school, the aim of guidance and counselling is always to help students develop self-understanding based on their abilities, interests, personality, academic outcomes students to adapt with themselves or their surroundings and hone their abilities and potential. (Handayani, 2009).

In adolescent developmental psychology, it is reported that there is a fascinating period in adolescents aged 12-21 years. Where it typically happens, what is called an unpredictable phase or perhaps a personality quest. In his book *Developmental Psychology*, Hurlock said that puberty is a critical event as a transition phase in which adolescence as such a period that stimulates anxiety [Hurlock, 1980].

Guidance and counselling facilities may indeed make a valuable difference to the development among students, particularly during adolescence. The guidance of an educator is not always enough. Students need guidance from a mentor in their discipline. The BK facilities itself actually occur not only within the classroom, even outside the classroom. Through the Guidance and Counseling matter, counselling teachers transmit knowledge into the character of students and taking preventative measures toward problems in adolescence. In the meantime, beyond the counseling class, which involves individual consultations, group consultations, lobbying, interactions

and other activities which facilitate the accomplishment of the guidance and counselling aims [Handayani, 2009].

According to the findings of the field survey interview, it is acknowledged that the majority of rule abusers at Madrasah Aliyah Mu'allimin Muhammadiyah come from class X. It happened because when students are in class X Aliyah, it is a period of "fun" until grade Xi, where students would meet the responsibility of being the leader of the Muhammadiyah Student Association (IPM) and transition since completing the Madrasah Tsanawiyah (MTs). On the other hand, the XII class concentrating on the National Examintaion (Muttaqin, 2016).

## **B. LITERATURE REVIEW**

Research studied by Firmanto [2013] regarding the Guidance and counseling Model at SMP Muhammadiyah 2 Yogyakarta and discovered a group individual counseling model where the unique counseling model consists of rational, comprehensive, and group counseling models focused on providing motivation and learning achievement.

Research conducted by Fatoni [2011] on the Implementation of Counseling for Students Who Violate the Rules at Wahid Hasyim Islamic Boarding School. This study focuses more on the counseling steps carried out in curbing students who violate the Madrasah rules by using counseling methods such as admonitions, calls, etc.

Research conducted by Khulwani [2015] regarding Islamic Guidance and Counseling in Islamic Boarding Schools (Case study on An Nisa dormitory students at Wahid Hasyim Islamic Boarding School, Condongcatur, Depok, Sleman, Yogyakarta). This research further describes the form of problems experienced by the An Nisa dormitory students at Wahid Hasyim Islamic Boarding School.

The difference between the research mentioned above and the research conducted by the researcher is that the researcher's examination

focuses more on knowing how the role of the counseling teacher in overcoming the problematic class X students at Madrasah Aliyah Mu'allimin Muhammadiyah Yogyakarta.

### **C. RESEARCH METHODS**

The author's method in this study is to use full qualitative methods and documentation data related to the topic of this research study, then analyzed descriptively. The author uses two study instruments, namely library studies and interviews with various respondents from Madrasah Mu'allimin Muhammadiyah Yogyakarta. The author uses the research method criterion-based selection in selecting research subjects based on the assumption that the subject is an actor in a study. The research was conducted and completed for three months, from November 1 to December 31, 2016. Meanwhile, respondents in conducting interviews were as follows:

- a. Dedik Fatkhul Anwar S.Pd.i., M.Pd.i as deputy director III Madrasah Mu'allimin Muhammadiyah Yogyakarta.
- b. Anis Fahmi Basewed, S.Psi., MSI, as the guidance and counseling teacher for class X Madrasah Mu'allimin.
- c. Wahyu Oktavianto as *Musyrif<sup>1</sup>* (companion/supervisor in the dormitory) class X Madrasah Mu'allimin.
- d. Muhammad Fauzan Al-Qadri Masri and Muhammad Jihad Al-Farabi as students class X who were recorded as having committed various violations at Madrasah Mu'allimin.

### **D. GUIDANCE AND COUNSELING**

The definition of guidance has been endeavored to formulate since the inception of guidance by Frank Parson in 1908. Since then, various formulations have emerged about the meaning of guidance among experts.

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<sup>1</sup> Musyrif is the supervisor of the student who has the authority to guide, direct and nurture the students in the hostel and be responsible for assisting the students in the dormitory.

Frank Parson and Jones define guidance as assistance given to individuals to choose, prepare, and take office and get progress from the position they have chosen [Prayitno, 2013]. Guidance is also defined as part of an orderly and systematic educational process to help young people's growth for their strength in determining and exerting their own lives, which in turn can gain experiences that can make a meaningful contribution to society [Prayitno, 2013].

The meaning of counseling in language comes from Latin, namely *Concilium*, which means with or together, coupled to accept or understand. Whereas in the language anglo-Saxon, the term counseling comes from *sellan*, which means to submit or deliver [Prayitno, 2013]. Counseling in terms is the process of an individual who is experiencing problems assisted to feel acting in a more pleasant atmosphere through interaction with someone who has no problem, which provides information and reactions that stimulate the client to develop behavior that allows him to act effectively for himself and his environment [Prayitno, 2013].

In practice, counseling has five characteristics, which are also the principles of counseling including First, counseling is not the same as advising because in giving advice, the thought process exists and is provided by the advisor, whereas in counseling, the process of thinking and solving is found and carried out by clients themselves with the help of a counselor; Second, counseling strives for fundamental changes relating to life patterns; Third, counseling is more about attitudes than actions or actions; Fourth, counseling is more concerned with emotional living than intelligent solutions; and Fifth, counseling also concerns client relationships with other people [Hikmawati, 2012].

## **E. FORMS OF VIOLATION CASES FOR STUDENT GRADE X AT MADRASAH MU'ALLIMIN**

The function of establishing rules and regulations in an educational institution is for students' benefit and welfare, including in the Mu'allimin madrasa. However, some students interpret school rules and regulations as a restraint so that it is not uncommon for them to have the courage to commit an offense at school. A Student is declared to have committed a crime at the mu'allimin madrasa if they do several things against the madrasa's rules and regulations, including smoking, consuming alcoholic drinks, committing vandalism, etc.

The existence of prohibitions and the consequences of violations does not make some students stop their intention to violate the madrasah's rules and regulations. Based on the study results, the authors found that the forms of violations committed by some Mu'allimin students are very diverse, ranging from smoking, playing online games, dating, convoys, and ghasab (taking things without permission) as a Student said:

"As far as I can remember, the one who was caught was caught driving a motorbike, joining supporters outside Mu'allimin without school permission, the same as the cigarette case. That was what the KS (Student Discipline) section recorded when in class X. Many cases are not caught. Starting from going out with other schools, stealing friends' soap, skipping lessons, renting a motorbike, wearing jeans, jumping the fence, playing the Playstation, coming home late at night. "[Al-Farabi, 2016]

"Join the Mu'allimin futsal supporter team. Then he was caught carrying a motorbike, actually not a private motorbike but mine. And finally, the worst thing was that I was caught smoking when I was on a futsal supporter team. At that time, for this case of smoking, the KS and BK received special advice, then they were bald and dried in the middle of the field for half an hour. "[Al-Farabi, 2016]

On the other hand, not all of the violations committed by the students were known by musyrif or BK (guidance and counseling), so that BK has not recorded many forms of violations, and this is as stated by a student as follows:

"The cases that have not been discovered until now are even more. For example, I have skipped classes and school didn't sleep in the dorm because I came home late at night, jumped the fence at the dormitory at night, wore tight jeans, wore friends' sandals, stole friends' clothes, stole friends' food, didn't participate in congregational prayers. I don't deposit memorization, play PS, electric cigarettes (vapor) and sheesha. The worst I ever did is consuming alcohol, and it can make me drunk. "[Masri, 2016]

The statement above was also strengthened by the statement of another Student as follows:

"Once, for example, the cigarette case continues if there is an opportunity. For example, yesterday, I just played PS while smoking at a PS (Playstation) rental place. Then, dating also continues, even to the point of watching the streets together or something like that. The reason is that some cases have not been discovered. And most of the time it's because of a friend's invitation. "[Al-Farabi, 2016]

Thus the authors conclude that the forms of violations committed by Mu'allimin students grade X are very diverse, both recorded and unrecorded by BK. However, an offense committed repeatedly is because the violation is not known by the BK, so that they do not get a warning. The perpetrators of the violation will feel comfortable continuing to commit the violation. Therefore, the role of counseling teacher in an educational institution must run well to foster students who violate to become more educated students.

#### **F. REASONS THE STUDENT GRADE X BREAKING THE MADRASAH RULES**

Every form of violation committed by students has varied reasons from one another. The results of the interviews, documentation and observations that the researchers conducted show that among the reasons behind the occurrence of violations among students of Madrasah Mu'allimin Muhammdiyah Yogyakarta are as follows:

### 1) Boredom

Boredom sometimes arises among the students, considering that the students of class X are teenagers. Adolescence is a time when someone wants to try something new, look for and try something challenging. Breaking the rules is one way to get rid of the boredom of the students. The statement follows:

"The cause of the violation of the case committed by the first Mu'allimin students was due to boredom. In terms of dormitory life, so far, it has not fully supported the comfort of the students themselves. So that the escape is through violation. "[Basewed, 2016]

Regulations in Madrasah make the life of the students not "free", in the sense that they cannot be free to commit violations, which of course is not suitable for the life of the student concerned. However, these regulations do not make the students afraid or prevent themselves from doing anything that violates them. By committing violations, students feel that their lives are a little more "free" and not monotonous, thereby reducing

### 2) Parental compulsion to study at Madrasah Mu'allimin.

Not all students who go to Madrasah Mu'allimin have a genuine desire that comes from themselves. Some of them attend Madrasah Mu'allimin because of their parents' wishes. As a child, sometimes, they have different passions and interests from their parents. However, for the sake of realizing parents' expectations of their children, as well as the more dominant role of parents in the relationship between family members, there is no option for children to follow their parents' requests, such as the statement of one student:

"Honestly, I initially didn't want to go to school at Mu'allimin Madrasah. Apart from having to be far from home and parents, in Mu'allimin it is a cottage system. There must be strict with the name of the rules. So that life cannot be free. The point is my parents, and especially my father forced me. However, because my siblings are also studying or have migrated to Yogyakarta, I can't help but be forced to study at Mu'allimin. Previously, my brother



was also an alum (not finished with six years) at Mu'allimin. As time goes by, now I finally begin to adapt to the system, even though I wish I had not yet fully volunteered to go to Madrasah Mu'allimin. "[Masri, 2016]

This is also reinforced by the statement of class X guidance and counseling teacher Aliyah Mu'allimin that: "Then, there is also the factor of parents who forced their children to go to Islamic boarding schools or have compulsory boarding while the child felt they were not. I want." [Basewed, 2016]

As a result, compulsion seems to be a constraint for students where sometimes the wishes of parents and children are not in line with the students making it uncomfortable to live their life as a Student at Madrasah Mu'allimin. Violation is also an expression of a disappointment for children forced by their parents.

3) The location of the dormitory that does not support

Madrasah Mu'allimin Muhammadiyah is located in the middle of the city of Yogyakarta close to the tourism centre of Yogyakarta city, such as Malioboro, Taman Sari, Yogyakarta Palace, internet cafe, etc. On the other hand, the location between the dormitory and the Madrasah (where the teaching and learning activities take place) is far apart and separated from where to go to the Madrasah, the students have to walk about 5-10 minutes from their dormitory. This then provides convenience and open opportunities for students to commit various violations such as smoking, hanging out until midnight, playing online games and so on, as expressed by one student:

"The environment around Mu'allimin is also close to convenient locations. To commit an offence. For example, in the case of smoking myself, a lot of it was done by the students or myself in a subscription (special) *angkringan*. There, it is usually free from monitoring by the madrasah or dormitories, especially at night hours." [Masri, 2016]

Other respondents also reinforced the above statement that the role of the location factor is one of the causes of violations by the student, as stated

by Basewed [2016 ]: "The environmental factor around the dormitory, which is adjacent to the places to commit violations is also one of the supporters."

Thus, the researchers can conclude that the environment and location of the dormitories are one of the supporting factors for the occurrence of a violation among students of the mu'allimin Madrasah.

#### **G. THE ROLE OF TEACHER'S GUIDANCE COUNSELING (BK) IN HANDLING TROUBLED STUDENTS AT MADRASAH MU'ALLIMIN**

Counseling in general, has the same functions and duties, namely guiding and fostering students to be better than before as well as the function and role of counseling at Madrasah Mu'allimin. In conducting coaching, several principles become references during the coaching process. The principles of guidance and counseling at the Mu'allimin madrasah are as follows: exemplary, habituation, advice, trust, supervision, appreciation and appreciation, guidance and assistance, sanctions. Besides, several aspects are the target of BK guidance, as follows: devotion, intellectualization, independence, pioneering, and the spirit of Amar ma'ruf, nahi Munkar.

The role of BK at Madrasah Mu'allimin in fostering Student file begins with taking preventive measures, as an effort to prevent violations against students. This effort is carried out in the form of socialization, and the advice given to each class is as follows:

"So far, teacher's guidance counseling efforts have been carried out by checking each class that can directly monitor the condition of the students. Some leave or not. Then, with the presence of the KS (Discipline Student) team also technically helps resolve existing violations. Like holding sweeping or raiding around the dormitory during school hours, to forbidden places, etc." [Basewed, 2016]

As mentioned above, BK coordinates with the Principal in carrying out their duties. KS helps discipline students and patrols the dormitories during school hours and checks forbidden places that students may visit. Also, BK's

efforts in handling Student files were carried out in stages, starting from the handling of the lowest cases to the cases with the highest penalties.

"There are three stages concerning the stage of coaching students with file. First, namely pre-counseling, where BK calls the person concerned to give a warning regarding the violation or case that was committed. At a certain level, the student is subject to or make a statement letter regarding the issue being committed. Then, the counseling stage where the students who are covered are given superior guidance either personally with a persuasive approach or lecture. Then, and then after counseling, the students are monitored outwardly in their daily conditions at the madrasah or in the musyrif dormitories. BK also has peer counselors who are tasked with helping to become friends and monitor the development of other friends. "[Basewed, 2016]

From this statement, it can be seen that there are three stages in the guidance of Student files, namely:

- 1) Pre-counseling, BK calls the person concerned for advice and direction under the case being violated. This approach is intended so that the students are aware of the mistakes made, understand, and understand the layout of the errors, and are aware of their position as a Student.
- 2) In counseling, students are given exceptional guidance, either personally or by lecturing. This guidance is carried out so that students no longer repeat the same mistakes and avoid mistakes that might be made by
- 3) post-counseling students, where students are monitored for their daily life both in madrasas and dormitories. This activity aims to determine the extent of the development of the students after receiving guidance and direction from BK.

Thus, the three stages are expected to be able to nurture the Student file to avoid and leave the various kinds of violations that have been committed. The counselor carried out the three steps. These stages were also discovered by the researcher when directly observing the counseling process

at the pre-counselee location. During recess, BK called the students to come to his room.

The student had a record of not attending the madrasa repeatedly (skipping). The reason given by the student was because he was sick. However, forgetting to ask permission not to attend school. Even in a persuasive manner, BK explained the importance of being orderly in terms of absences at the madrasah. Because it is a condition for advancing to class. BK explained what impacts would happen if there were many alpha absences.

As far as the researcher observes, there is two-way communication between the students and the BK teacher. Where the students also expressed other complaints that supported on several occasions, they had also been truant. One of them is because of boredom. BK also directed back to be more severe in living life in Mu'allimin. Especially with the condition that the student is overseas students, the obligation to study knowledge must be carried out seriously. The hope is that these students will feel aware so that they will change and not repeat their actions (skipping).

## **H. CONCLUSION**

Violations committed by students of class x madrasah Mu'allimin Muhammadiyah are very varied, such as smoking, playing PS or online games and so on. All forms of violations are motivated by various factors or causes such as the emergence of boredom, the compulsion of parents to go to school at Mu'allimin, the desire to try new things and so on. However, the problematic Student or the dossier can be handled or fostered so that they become better students than before. One of them is through the role of BK teacher where BK teacher can implement four essential functions, namely: first, the function of prevention; second, the function of understanding; third, the repair function, and fourth, the development function.

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