

**The Role of Guidance and Counseling Teacher Services
in Implementing Individual Counseling to Improve Learning Independence**

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Abstract

Education is an integral part of the development of national and state life. However, there are several obstacles that occur in realizing education, including the lack of student learning independence. So the role of guidance and counseling teachers is needed in dealing with this problem. This research aims to investigate the role of guidance and counseling teachers in conducting individual counseling to enhance student learning independence at *Sekolah Menengah Atas Negeri (SMAN) 1 Mranggen*. The study employed a qualitative research design. Data were collected through direct observation, interviews, and documentation. Data analysis utilized the Milles and Huberman model, involving data collection, reduction, and presentation, followed by drawing conclusions/verification. The research incorporated trustworthiness criteria, including sustained interest, persistent research observation, and triangulation testing. The results obtained in the research showed that the role of the guidance and counseling teacher at SMAN 1 Mranggen was very useful for students who had problems. Guidance and counseling teachers have duties and responsibilities in guiding and counseling service activities for students. The activities involve assisting students in discovering their identity. In conclusion, the presence of a guidance and counseling teacher contributes to the improvement of students, enabling effective management of student learning independence.

Keywords: role of guidance teachers, individual counseling services, student learning independence

INTRODUCTION

Education is an integral part of the development and life of the nation and state. In Law No. 20 of 2003 article 1 concerning National Education System states: "Education is a conscious and planned effort to actively develop one's potential to have religious spirituality, self-control, personality, intelligence, noble character. Schools as educational institutions have a great responsibility to achieve these educational goals".

To achieve educational goals, three areas of activity must be combined, including administrative and leadership fields, curricular instructional fields, guidance and counseling or coaching. This statement is also in line with Prayitno & Amti (2015) who state that there are three fields of activity to realize the goals of education such as administrative and leadership fields, curricular instructional fields, guidance and counseling that establish (the field of coaching). Education that only carries out administrative and learning fields by neglecting the field of coaching may only produce individuals who are smart and skilled in academic aspects (Djamarah, 2008).

However, it has deficiencies in ability or maturity in psychosociospiritual aspects. In achieving these educational goals, every student who can support success in the future (Triton, 2006). One of the attitudes that must be developed in students is an independent and confident attitude in everyday life both at school and at home. The purpose and function of education according to law number 20 of 2003 in Chapter II article 3 concerning the national education system is education that functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation (Willis, 2010). Aims to develop students' potential to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, credible, independent and become democratic citizens, as well as responsibility. So, counseling guidance is an important part of efforts to achieve national education goals.

Contemporary theory states that learning independence is an important key ability and must be possessed by students in order to be able to self-manage their learning activities in relation to the demands of their educational and social environment and individual goals, while it also allows participants to overcome the difference between expectations and reality (Wardani, 2016). In addition, Lestari et al. (2013) also points out the importance of independent learning, "where independent students have a high probability of succeeding in school, to learn more, and to reach higher levels" (Prayitno & Amti, 2015).

Learning independence is very important for every student because according to the theory of construction, in learning at school, teachers cannot give knowledge to students just like that (Walgito, 2010). It is students who must build their own knowledge by providing the widest possible opportunity for students to find their own informants and apply them with learning that seeks students to have the awareness to use strategies in their learning (Rusman, 2012).

Schools as formal educational institutions are expected to be at the forefront in order to increase student independence. The role of *Bimbingan Konseling* (BK) teacher services as the most important part of the education system has a strategic role to increase

independence in students. The role of BK teachers is the actualization of their duties and functions to run guidance and counseling programs in schools. The role of BK teachers is expected to result in preventing or avoiding students from various problems that may arise that can interfere and hinder the process of student learning development, one of which is student independence.

Individual counseling is a process of providing assistance carried out through interviews by BK teachers to students who are experiencing a problem that aims to overcome and provide understanding so that the problems faced by students can be resolved (Winkel & Hartuti, 2004). Individual counseling is the key to all guidance and counseling activities where the process of face-to-face individual counseling between BK teachers and students to find their own and external sources, both from school institutions and the community. In an effort to achieve optimal development and self-adjustment, according to their abilities. Individual counseling services at school, students are directed by BK teachers to draw and understand their environment. With the intention to achieve success in realizing the development of its potential, namely independent learning. (Luddin, 2009)

Based on data in the field and the results of interviews in 2022 in August with BK teachers at SMAN 1 Mranggen, there are still some students who are less independent and still depend on their themes. For example, in doing homework (homework), there are some students who still imitate the results of their friends' work, some are still affected by the behavior of the theme. For example, in terms of skipping school, being late for school, and violating school rules. One of them happened because some students still did not know to follow or take advantage of BK services provided by the school. Research that has been conducted by other researchers on the role of counseling guidance teachers in independence include:

Prayitno (2010) states if the role of BK teachers is developing student independence through guidance and counseling services in elementary schools. The results of his research show that the role of teachers in developing student independence through individual counseling services, namely class teachers carry out guidance during the learning process and outside learning. Class teachers are not only teachers who provide knowledge but teachers also have roles as facilitators, educators, and as guides.

BK teachers play an important role in providing examples of behavior and attitudes of responsibility in doing each task to students by, guiding and directing students to carry out every activity in school both in class and outside the classroom properly and full of responsibility. All actions taken by BK teachers aim to guide and develop student independence, BK teachers also provide reprimands, advice, and give light but educational punishments to children who need guidance services in schools according to their needs (Pernantah et al., 2021).

Hartono & Soedarmaji (2012) on the role of teachers in increasing the learning independence of grade V students of SD Inpres Samberpasi, the results of his research show that teachers play an important role in coaching and forming bathing attitudes in the learning process, because 60% of students often cheat, while 20% sometimes and those

who do not cheat 0%. This results in students not being able to independently in the learning process, evidenced by the results of research that 60% of students have not been able to do assignments independently. Therefore, teachers are required to play an important role both in determining learning themes, so as to be able to build student independence to improve better learning outcomes.

Ghanizadeh (2017) proves there is an increasing independence through individual counseling in grade VIII students of SMP Muhammadiyah 47 Sunggal learning year 2017/2018. The results showed that individual counseling services provided to students to help in increasing self-independence when hanging out, doing activities with friends in the school environment and outside school. Thus, individual counseling services can increase the independence of grade VIII students of SMP Muhammadiyah 47 Sunggal for the 2017/2018 learning year, with notes carried out regularly, systematically, and purposefully.

As the national education system, as stipulated by the National Education Law No. 20 of 2003, plays a pivotal role in shaping the intellectual and holistic development of individuals, providing a foundation for a skilled and knowledgeable citizenry. This law also supports the facilitation of innovative group and individual learning processes, aiming to enrich and enlighten students in their academic journey. Based on the description and previous research with the results of his research that the role of BK teachers is able to increase student independence, so the researcher applies the results of the study which intends to conduct a study entitled "The Role of Guidance and Counseling Teacher Services in Carrying Out Individual Counseling to Improve Student Learning Independence at SMAN 1 Mranggen."

METHOD

This research employs a qualitative descriptive methodology, involving interviews with five informants, observation of individual counseling sessions, and documentation. (Moleong, 2012; Arikunto, 2016). The objective is to comprehend the genuine occurrences and phenomena, subsequently articulated in a comprehensive research report (Salim, 2011). The study delves into detailing the guidance and counseling teacher services' role in facilitating individual counseling to enhance student learning independence at SMAN 1 Mranggen. The descriptive approach is employed to provide a detailed and in-depth understanding, with the researcher actively engaging in fieldwork for a nuanced exploration of the subject matter. The analysis of data is conducted using triangulation, a method that involves cross-referencing information from multiple sources to enhance the credibility and reliability of the findings (Muhajirah, 2020; Sugiyono, 2014).

FINDINGS AND DISCUSSION

1. The Role of Guidance and Counseling Teachers in Carrying Out Individual Counseling at SMAN 1 Mranggen

The results of this study were obtained by observation, interviews, and documentation. Observation is carried out to observe the condition of the school environment, facilities and infrastructure in the school, the condition of student learning spaces, and observe teaching and learning activities in the school. The interview was conducted to find out how the role of guidance and counseling teachers in carrying out individual counseling to improve student learning independence at SMAN 1 Mranggen. Interviews were conducted with Guidance and counseling teacher, principals, wakakurikulum, grade X students of SMAN 1 Mranggen. While documentation is carried out for data collection in the form of photos, documents about students, and data collection about schools. At the beginning of the study, researchers first asked for approval from the school by asking permission to conduct research at SMAN 1 Mranggen. After obtaining permission from the school, researchers coordinated with research subjects including Guidance and counseling teacher, principals, homeroom teachers, curriculum waka, and several students at SMAN 1 Mranggen. After coordinating with the research subjects, researchers began activities by making observations at schools starting on August 29, 2022 until September 19, 2022. From the observations made by researchers, it can be described as follows:

1. BK Teacher Respondents

a. Name of respondent : MA

According to him, the results of the interview with MA a Guidance and counseling teacher in class (X), regarding the role of BK teachers in learning independence is very important because Guidance and counseling teacher are who operate to handle student problems. Learning independence is one of the problems in schools. Students at school must be able to be independent in dealing with situations in the school environment and outside school. Students who do not have independence from the beginning, then these students will find it difficult to choose life goals and development.

The function of the Guidance and counseling teacher is to assist students in solving various problems faced by students. The task of Guidance and counseling teachers is to help develop student learning independence by providing Guidance and counseling materials or services so that students do not feel bored. Guidance and counseling teacher at SMAN 1 Mranggen when helping solve problems with students, Guidance and counseling teacher collaborate with lesson teachers, homeroom teachers and related parties.

b. Name of respondent : VNA

As a result of the interview with VNA, she explained that the role of Guidance and counseling teachers as facilitators and mentors in the process of optimal development in terms of personal, social, career and learning problems in students. Student. While the function of BK teachers is not much different from researchers who have been taught on campus, namely the functions of understanding, prevention,

alleviation, and development. Indeed, the main function of Guidance and counseling is there, so all these functions must be applied so that students can feel the benefits of BK teachers.

The guidance process is not enough 1 time but gradually because before solving the problem I have to understand in advance the character of the students faced in the guidance process. So before counseling begins, I usually first understand the character of the students we will face. So if we do not understand the character of the student, most likely we can contradict the student we are facing such as a misunderstanding of opinion between the Guidance and counseling teacher and the student.

c. Name of respondent: MM

The results of the interview with MM that the role of Guidance and counseling teacher is very important for student development in solving problems, has broad insight, is flexible. Students in order to gain learning independence, Guidance and counseling teacher provide services in the form of BKP, KKP, and are given assignments, providing motivation to students. Guidance and counseling teacher at SMAN 1 Mranggen play an active role, especially for class X Guidance and counseling teacher because there are still some students who are still not independent in learning. In my opinion, class X students are still not optimal in learning independence, because I see that some of the students when given assignments to do at home, some of them do assignments in class before the subject is started by the teacher. So the role and task of Guidance and counseling teacher is to collaborate with class teachers to help and guide students who are still not optimal in learning independence until these students have learning independence so that they are not dependent on others or their peers when doing assignments at school.

d. Name of respondent: NJ

The result of the interview with NJ that Guidance and counseling teacher are responsible for guiding students so that they can have mature personalities and know their potential thoroughly. The role of Guidance and counseling teacher is very important in learning activities and coaching staff and helps in dealing with problems experienced by students. For handling personal problems and other problems Guidance and counseling teacher usually use individual counseling services and services held at the school.

The ability of Guidance and counseling teacher to understand student character is very influential on providing student learning motivation, including in independent students in carrying out their development. Guidance and counseling teacher at SMAN 1 Mranggen solve students' problems by calling or problematic students come to the Guidance and counseling room and Guidance and counseling teacher will provide individual counseling services. By providing these services so that students are open to the problems they face. Guidance and counseling teacher also provide input, motivation, enthusiasm, and encouragement to students so that they can be independent in learning.

For supporting data so that the results of this study are maximized, researchers conducted interviews with several informants at SMAN 1 Mranggen and the results were as follows.

- 1) Interview with the school principal regarding the role of Guidance and counseling teacher in improving student learning independence

Name of respondent: SG

The results of the interview with SG explained that the role of Guidance and counseling teacher services at SMA N 1 Mranggen is good and must be in a school or madrasah, if there is a problem, it means someone handles it. The role of Guidance and counseling teacher is also to help their students to develop their learning independence, I as a principal must be responsible for the smooth implementation of all programs in schools, especially Guidance and counseling service delivery programs in the schools he leads. As a supervisor, I must be responsible for carrying out assessments, researchers, and improvements or improvements to Guidance and counseling services, especially individual counseling in schools. As well as trying to form and establish relationships between counselors, teachers, and other parties interested in Guidance and counseling services in schools and provide sufficient facilities and materials for the implementation of individual counseling services to improve student learning independence at SMAN 1 Mranggen.

- 2) Interview with waka curriculum regarding the role of Guidance and counseling teacher

Name: SH

The results of the interview with SH explained that the role of Guidance and counseling teacher in schools is very important in providing Guidance and counseling services, especially individual counseling services to their students. The role of Guidance and counseling teacher in increasing student learning independence. where students who have personal, social, learning, career problems, Guidance and counseling teacher will help students in solving these problems. In my opinion, there are still many students at SMAN 1 Mranggen whose independence is not optimal, especially for grade X students. Guidance and counseling teacher in responding to these problems by collaborating with class teachers and parents so that they can monitor their students so that they can learn independently and did not ask his friend for help. The programs implemented by the teachers of Guidance and counseling in my opinion are appropriate.

- 3) Interview with homeroom teacher regarding the role of Guidance and counseling teachers

The result of the interview with NN that the role of Guidance and counseling teacher is to carry out the mission of the guidance and counseling service program in schools which has the responsibility as a guide for achieving optimal student self-development. Efforts to succeed in implementing Guidance and counseling services require cooperation with various school personnel, one of which is the homeroom teacher Guidance and counseling teacher often become consultants for parents, homeroom teachers and subject teachers in handling student problems that need guidance. In order to establish good communication and relationships between Guidance and counseling teacher, parents, homeroom teachers, and teachers in the field of study will be very helpful

in fostering behavior and enthusiasm in learning so that students are achieved in learning independence at school.

According to him, Guidance and counseling teacher at school are very important for me and other students, because Guidance and counseling teachers act as facilitators for students at school. Not only that, Guidance and counseling teacher here also help and guide their students by providing individual counseling services to increase student learning independence at school.

If there is a student who has a problem, usually the Guidance and counseling teacher approaches and asks the cause of the problem then the student is directed by the Guidance and counseling teacher to be given individual counseling services in a special room, so that the student does not hesitate to explain the problem faced and the Guidance and counseling teacher can help him until the problem is resolved.

4) Students

a. ME

That the role of Guidance and counseling teacher is that as a director as well as a person who can be a place to share / share with individual student complaints and problems and student group problems. From the findings of researchers regarding the role of guidance and counseling teacher services in carrying out individual counseling to increase student learning independence, the researchers clarified and coded according to categories based on the results of researchers in the field by coding openly.

2. Analysis of the Role of Guidance and Counseling Teachers in Implementing Individual Counseling To Improve Learning Independence

Guidance and counseling teacher have an important role in the implementation and achievement of educational goals, namely independent, outstanding and moral individuals. The duties of BK teachers are related to students' self-development in accordance with the needs, potentials, talents, interests, and personalities of students in madrasah. The task of Guidance and counseling teacher is to create the necessary conditions for the growth and development of students

Guidance and counseling teacher can use among the 9 (nine) types of services as a tool to develop student independence. Examples are information services or individual counseling. These services are both guidance and counseling services in schools that seek to assist students in the development of independence. The problem of independence, the role of Guidance and counseling teacher is needed in handling this problem and is required to act wisely, kindly, be able to appreciate, and check the situation of others, because Guidance and counseling teacher are directly related to students in particular and also other parties who if anyone experiences problems. Good reception from Guidance and counseling teacher, so students who have problems do not feel reluctant to express their problems.

A student cannot develop his independence, the more problems he will face and it will certainly affect the development of the student. The role of Guidance and counseling teacher plays an important role in developing student independence and

Guidance and counseling teacher must work together with subject teachers, homeroom teachers, parents and other parties who can provide broad and clear information. Guidance and counseling teacher who always provide input, motivation, and encouragement so that students try to be independent in doing assignments, slowly students must improve and become diligent in doing their work with good results.

When conducting counseling guidance, Guidance and counseling teacher encountered several obstacles in carrying out individual counseling to improve student learning independence, namely the lack of counseling room facilities, limited of thr time (1x 60 minutes), lack of support from teachers, and factors from parents' human resources. To overcome these obstacles, Guidance and counseling teacher find a room or conduct counseling after school. The role of Guidance and counseling teacher is very useful for student independence because Guidance and counseling teacher are motivators, role models, and directions in the development of each student characteristic.

3. Discussion of the Role of Guidance and Counseling Teachers in Implementing Individual Counseling To Improve Learning Independence

The theoretical framework underpinning the role of individual counseling in enhancing students' learning outcomes at SMA N 1 Mranggen is integral to this study. Grounded in established counseling principles, the research draws on the belief that individual counseling plays a pivotal role in addressing students' challenges and fostering their academic independence. As Manurung (2012) states that education goals are best achieved through the integration of administrative and leadership, curricular instruction, and guidance and counseling fields, the latter embodying the coaching aspect. By adopting a qualitative descriptive methodology, this study delves into the practical implementation of individual counseling services provided by guidance and counseling teachers at SMA N 1 Mranggen. The utilization of triangulation in data analysis enhances the robustness and reliability of the findings, providing a comprehensive understanding of the intricate dynamics involved in improving students' learning independence through individual counseling initiatives (Prayitno & Amti, 2015).

Furthermore, the theoretical framework emphasizes that individual counseling, when administered effectively by guidance and counseling teachers, can contribute significantly to students' personal and academic development (Divayana & Suyasa, 2022). By creating a supportive and confidential space for students to express their concerns, set goals, and receive personalized guidance, counseling fosters a positive learning environment (Prayitno & Amti, 2015). This, in turn, empowers students to overcome challenges, build resilience, and develop effective learning strategies. The triangulation of data from interviews, observations, and documentation ensures a comprehensive analysis of the multifaceted impact of individual counseling on students' learning independence. Thus, this research aims to not only shed light on the theoretical underpinnings but also to provide empirical insights into how guidance and counseling teachers at SMA N 1 Mranggen contribute to the holistic growth of students through individual counseling.

Teachers are teachers who are teaching a student in schools. As an educator, teachers are required to convey knowledge to students. Advising and directing students to better behavior than before. A teacher is someone who provides facilities for the process of transferring knowledge from learning resources to students (Yusuf, 2016). As a professional educator, the role of teachers has the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. It can be interpreted that a teacher is someone who has the professional ability to educate, teach, guide, assess and evaluate students in the learning process.

The role of guidance and counseling teachers in implementing individual counseling is crucial in fostering and enhancing students' learning independence (Argawati & Suryani, 2020). These educators play a pivotal role in identifying and addressing the unique needs of each student, providing personalized guidance to develop crucial skills such as goal setting, time management, and self-motivation (Ali & Asrori, 2010). Through one-on-one counseling sessions, teachers can assess students' strengths and challenges, tailor strategies to enhance their academic performance, and nurture a sense of responsibility for their own learning. Moreover, counseling teachers act as mentors, helping students navigate through academic and personal challenges, thereby creating a supportive environment that empowers learners to take ownership of their educational journey (Desmita, 2012). Ultimately, the implementation of individual counseling by guidance and counseling teachers is instrumental in cultivating a culture of self-directed learning, contributing significantly to students' overall academic success and personal development (Balim et al., 2014).

The existence of Guidance and counseling students is better than before so that student learning independence can be overcome. If student independence is no longer a problem, then students in the learning process get better grades (Hartono & Soedarmaji, 2014). Guidance and counseling teacher at SMAN 1 Mranggen still have problems, especially in terms of room in providing student counseling, so Guidance and counseling teacher in providing counseling find an empty space to be able to provide counseling to SMAN 1 Mranggen students.

In providing guidance and counseling, class teachers use guidance and counseling individually and in groups all according to needs and situation conditions (Ambarita, 2006). Individual guidance and counseling is provided if there is only one student experiencing problems. For example, there are students who often make noise in class, cheat, do not do assignments, disturb their friends, teachers in responding to this by calling students personally and giving advice and direction so as not to disturb their friends again. Providing guidance and group counseling if students who have problems with more than one person such as during flag ceremonies, congregational prayers, teachers give reprimands, directions and guidance to children and further open students' minds that what is done is wrong or right, if deemed necessary teacher action adds light and educational punishments such as additional pickets for problem students. Teachers set examples, provide guidance, direction, advice, and provide educational reprimands

and punishments in developing student independence through guidance and counseling services.

CONCLUSION

The results of research and discussion at SMAN 1 Mranggen", conclusions can be drawn as follows: In this study, the role of Guidance and counseling teacher in the implementation of individual counseling services to increase the independence of student learning at SMAN 1 Mranggen is very important and must be responsible as education personnel in accordance with their fields, namely providing guidance and counseling services to students at SMAN 1 Mranggen. The independence possessed by students is realized through the provision of services from Guidance and counseling teacher their ability to make their own decisions without influence from other people or peers (Syamsul, 2010).

The process of conducting individual counseling by calling students who have problems regarding student learning independence, by performing services that have been prepared by Guidance and counseling teacher (Sukardi, 2012). In the implementation of guidance, Guidance and counseling teacher provide an understanding of learning independence, that learning independence is an encouragement from oneself to carry out learning activities with full confidence and confidence in their abilities without help from other people or friends. The inhibiting factors of students in student learning independence are: factors from within and from outside. If factors from outside, for example, the school environment and family environment. If the factors from it such as learning motivation, goals and interests. Their ideals depend on them, where they are talented. In order for students to be independent, BK teachers motivate students and encourage students to be enthusiastic in terms of learning and to achieve goals as desired.

As this study contributes to a nuanced understanding of the role of individual counseling in enhancing students' learning independence, it paves the way for future research avenues. To further advance this field, researchers may explore the long-term effects of individual counseling on academic achievement, personal development, and overall well-being of students. Additionally, investigating the efficacy of different counseling techniques and strategies in diverse educational contexts could offer valuable insights for educators and policymakers. Furthermore, a comparative analysis of individual counseling programs across various schools and regions may uncover best practices that can be adapted and implemented in similar educational settings. Moreover, future researchers are encouraged to consider the perspectives of both students and counseling practitioners to gain a comprehensive understanding of the dynamics involved in successful individual counseling programs. By addressing these areas, future studies can contribute to the continuous improvement of guidance and counseling practices, ultimately benefiting students and promoting a supportive learning environment.

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