Exploring collaboration pattern of guidance and counseling' implementers in the primary school

İlkokuldaki rehberlik ve danışmanlık uygulayıcılarının işbirliği modeli

Retno Wihyanti, *Sebelas Maret University*, retnowihyanti@student.uns.ac.id, ORCID : 0000-0002-8228-6449
Slamet Subiyantoro, *Sebelas Maret University*, s.biyantoro@yahoo.co.id, ORCID: 0000-0002-2236-8194
Siti Sutarmi Fadhilah, *Sebelas Maret University*, sitisfadhilah@staff.uns.ac.id ORCID: 0000-0002-1776-8118

Abstract. The purpose of this study was to analyze the cooperation of teachers and school staff to help teachers Guidance and Counseling (GC) provide services. The Islam Diponegoro Primary School is one of the schools that has run advisory and counseling services and has a special teacher as well as service facilities. This is because GC services in Indonesian primary schools are mostly done by teachers in the class. The research method used qualitative with additional instrument of in-depth interview and observation. The result of the research showed that the collaboration is an eclectic pattern, which is a combination of the three patterns of cooperation according to the theory used: GC teachers provide services and have special hours and rooms, but the classroom teachers also help and engage in GC implementation. Thus, this research can be a pioneer resource for other primary schools to streamline counseling and guidance services.

Keywords: Counseling, Cooperation, Guidance, Primary School, Teacher

Öz. Bu çalışmanın amacı, öğretmenlerin Rehberlik ve Psikolojik Danışma'nın (PD) hizmet sunmalarına yardımcı olmak için öğretmenler ve okul personelinin işbirliğini analiz etmektir. İslam Diponegoro İlköğretim Okulu, danışmanlık ve danışmanlık hizmetleri veren ve hizmet olanaklarının yanı sıra özel bir öğretmeni olan okullardan biridir. Bunun nedeni Endonezya ilköğretim okullarında PD hizmetlerinin çoğunlukla sınıf öğretmenleri tarafından yapılmasıdır. Araştırma yöntemi, derinlemesine görüşme ve gözlemin ek aracıyla nitel olarak kullanıldı. Araştırmanın sonucu, işbirliğinin, kullanılan teoriye göre üç işbirliği modelinin bir birleşimi olan eklektik bir model olduğunu göstermiştir: PD öğretmenleri hizmet vermektedir ve özel saat ve odalara sahiptir; PD uygulaması. Dolayısıyla, bu araştırma, diğer ilköğretim okullarının danışmanlık ve rehberlik hizmetlerini kolaylaştırması için öncü bir kaynak olabilir.

Anahtar Sözcükler: İlkokul, İşbirliği, Öğretmen, Psikolojik danışma, Rehberlik

INTRODUCTION

The classroom teacher as the guidance counselor and substitute for the role of the special GC counselor or teacher becomes one of the reasons why GC in Indonesia for primary schools is still growing (Adhiputra, 2013: 27). The ability of learners in the fulfillment of developmental tasks is closely related to the implementation of GC implemented in schools.

Based on the analysis of the statements of several education experts regarding the meaning of GC, the researchers concluded that GC is the provision of assistance using certain skills and techniques for learners to be competent, creative, realistic, and capable of making responsible decisions. Thus, the implementation of GC in primary schools will effectively support the education process. The implementation of GC in primary schools in Indonesia is still largely controlled by classroom teachers. Therefore, the presence of special GC teachers or counselors in primary schools is still very rare. Nevertheless, the effectiveness of classroom teachers who get additional duties as GC teachers has become a common and long-standing issue. The task of the classroom teacher in the primary school besides teaching also carries out the GC service to the student who is his responsibility. The additional conditions of the task are considered reasonable because teachers every day are with the pupils in the process of basic education which is very important in the overall development of pupils. Thus, the continuous daily relationships of classroom teachers can be expected to understand the personal, daily personal placement in and out of class during school hours as well as academic ability and talents and interests. Therefore, teachers are expected to understand the obstacles and problems experienced by students both concerning personal issues, social relationships, activities and learning outcomes, as well as family and environmental conditions (Adhiputra, 2013: 27).

The above conditions become the classic problem of GC implementation in the primary school area in Indonesia this time. The implementation of guidance and counseling on the subject or homeroom teachers has differences with the implementation of GC on GC teachers (Sutirna, 2013: 81). A basic view of guidance in primary schools, namely: (a) guidance is good teaching. (b) Guidance is given to learners who exhibit symptoms of irregularities. (c) Guidance services are provided to all learners. This opinion makes the implementation of GC in primary schools so far quite diverse and growing. Opinions (a) and (b) when examined from some theoretical sources of the ideal GC application, the views of the two numbers have not reached the ideal word. This is because the component of GC implementation is not only related to teaching and also the target of GC implementation is also not only learners, ie clients who experience symptoms of irregularities. Furthermore, in view (c) is one of the principles in the application of GC. This last view becomes one of the problems at the moment. This is because many obstacles are found (Winjek & Hastuti, 2007: 91).

Many obstacles are found in primaryeducation level in Indonesia, namely GC in primary school has not been implemented systematically as well as in Junior High School and in High School. Based on the results of interviews with the District Education Office of the Surakarta section of the curriculum, obtained information that there is no GC in the primary school curriculum and GC teachers also do not exist. The same thing is presented by the District Education Implementing Unit of Pasar Kliwon Surakarta City that in primary school there are no GC teachers and many GC services are integrated with the learning. In addition, if there is a GC program at the school, the available GC administration is still limited to the fulfillment of administrative tasks.

Therefore, the presence of GC teachers or counselors in primary schools is very rare at this level. Thus, teachers in addition to performing teaching tasks also run GC programs. The implementation of GC programs in primary schools is done by classroom teachers who are assigned to each class. Nevertheless, there are also primary schools that involve educators in the field of Counseling and Counseling in particular. The importance of GC services at primary school level with GC teacher quality or counselor is one of the longest problems in Indonesia (Widada, 2013).

The same is stated by Olando et al. (2014) that supporting the development of learners in order to make wise decisions is an expert task in the GC program in primary schools. Then, GC can reduce the risk or avoid the learner from problems that may arise both from the home environment and from the school environment. Sutirna (2013: 57) also states that GC services can support the development of learners, ie on the personal, social, learning, and career aspects. Thus, GC provides opportunities for learners to be able to develop themselves, both talent and interest. According to Gibson and Mitchell (2011: 83), the characteristics of learners and schools at this foundational level require the organization of different programs from GC programs in secondary schools and higher levels. Basic education level must be distinguished between school administration, teaching field and the field of coaching learner. The guidance service is a subfield of the coaching field (Winjek & Hastuti, 2007: 137).

The importance of GC roles in primary school in addition to the above two opinions is also due to several other reasons. If guidance is done effectively, it can improve the development and learning outcomes of learners (Lin & Chen, 2016). GC services can support the development of learners, ie on the personal, social, learning, and career aspects (Sutirna, 2013: 57). Based on the results of research conducted by Lin and Chen (2016), the implementation of GC in primary schools in Taiwan is important because the occurrence of psychosocial problems at an increasingly young age and the problem becomes more diverse and complicated. In addition, this service provides provision to learners to be able to solve every problem that is owned properly.

The role of GC teachers in primary schools is important because it can support the implementation of GC programs more effectively. This is related to the competence of a GC teacher in handling the problems that become his scientific study. According to Lin and Chen (2016), being a GC teacher in primary school is highly demanded to be equipped with the guidance competence and ability to apply the GC. According to Hurlock (1980: 173), the school environment becomes one of the factors that determine the formation of self-concept in the students themselves in the late childhood. However, in order to form a good self-adjustment, it is also necessary that teachers are able to carry out their duties and authority and also have a good understanding.

Based on the background description, the purpose of this study was to analyze the cooperation of teachers and school staff, at The Islam Diponegoro Primary School in Surakarta, Central Java, Indonesia, to help GC teachers provide GC services. Hal tersebut dikarenakan sekolah tersebut is one of the schools that has run advisory and counseling services and has a special teacher as well as service facilities. Padahal, GC services in Indonesian primary schools are mostly done by teachers in the class.

METHOD

Type of The Research

Type of research used, that is qualitative research (Creswell, 2015: 59). A qualitative method is an evolutionary process that addresses the phenomenon being investigated and should show the relationship to the question or question being explored (Ward et al., 2018). We identify two major overall roles that qualitative research plays: 'problematising' and 'contextualising'. Specifically, the qualitative data reveal and challenge the assumptions embedded in the trial about the nature of the learning process, and reveal the nature of abstract variables that are slick and debatable, in which experiments are dependent (Russell et al., 2016). Based on this, researcher used qualitative methods in this study because researcher make assumptions based on the theory that the diversity of cultural backgrounds, ie ethnic learners with cultural complexity in the school environment needs to be studied.

Time and Place of The Research

The study was conducted for eight months from May 2017 to February 2018. The research location was conducted in multi-ethnic primary school in The Islam Diponegoro Primary School, Surakarta City, Central Java, Indonesia. The Islam Diponegoro Primary School is one of the schools in Sub-district of Pasar Kliwon. The school was selected based on the results of the interviews with the principals and sub-district levels. Arabic, while the minoriry was Javanese ethnic and Madurese was Islam Diponegoro Primary School. The percentage of Arabic students in almost every class was 60%, while the ethnics minority were Javanese and Madurese. The population distribution of Surakarta City has its own uniqueness when viewed from the point of view of ethnic diversity. This is because the city of Surakarta formed the history of settlements in the past that once occurred ethnic segregation. Surakarta City, especially in Pasar Kliwon Sub-district is the location of the royal history in Java in the past. Thus, the city of Surakarta can be described as one of the cities that have historical relics of Java kingdom and culture on the island of Java. The position of Surakarta as the center of Javanese culture, shown by the existence of Keraton Pura Mangkunegaran and Keraton Kasunanan Surakarta (Saddhono & Rohmadi, 2014). However, in the region is also adjacent to the territory of which the majority of the population is of Arabic descent. Thus, the fusion of royalty with Arab culture is interesting when it leads to the pattern of education.

Data and Data Sources

The data used in this research were oral, written, activity. The data in the form of oral information related to the results of interviews with resource persons. Data in the form of writing related to the results of documentation analysis. Activity data is data obtained from the observation. Selected data sources are based on interviews, observations, and results from literature studies.

Data Collection Technique

The researcher is the main instrument, but also uses several data collection techniques to help the research process more complete. Other data collection techniques used, namely interviews and observations. The interview technique chosen, namely in-depth interviews. In-depth interviews are to ask open questions, so that speakers can provide broader answers. In addition, the submission of open questions will cause the speaker to answer his experience without being limited by the perspective of the researcher and the findings of previous research (Sukmadinata, 2011: 112). Then, open answers from the speakers related to the questions will cause the resource person to create options to respond (Cresswell, 2015: 430). The interview data was taken, namely regarding collaboration in GC services in schools by several other staff with GC teachers. Informants in this interview activity, namely the principal, GC teacher, class teacher, curriculum developer, student section, several students, up to the school security. The interview process was carried out both formally and informally. In addition, observations were used, namely the type of observation participation played a passive role. This type of observation plays a passive role because researchers only act as observers. The research subjects in this observation activity were the implementation of GC services carried out by GC teachers, class teachers, and other staff.

Data Analysis

Preparation of qualitative research reports as well as the iterative nature of the qualitative research process, which is a data analysis carried out along with the writing process (Korstjens & Moser, 2017: 1). It was also stated that data analysis was carried out continuously throughout the research from the beginning to the end of the study. This is done because observations made in research cannot be carried out without analysis and interpretation to assess the meaning obtained. In addition, data analysis is carried out for the development of theories based on data (Nasution, 1996: 35). Based on the above, this study conducts data analysis through interactive data analysis components. A qualitative research article is largely narrative and tends to be

longer than quantitative paper, and sometimes requires a different structure (Korstjens & Moser, 2017). Writing qualitative research articles reflects the iterative nature of the qualitative research process: data analysis continues while writing (Korstjens & Moser, 2017). The validity of the data in qualitative research is also called some book sources as validity as in non-qualitative research. According to Cozby (2009: 138), validity relates to truth and accurate representation of information. Nevertheless, according to Cresswel (2013: 284), in qualitative research, this validity does not have the same connotation as validity in quantitative research. In addition, neither is equal to reliability or generalizability. The quality criteria for all qualitative research are credibility, transferability, dependability, and confirmability (Korstjens & Moser, 2017). Reflexivity is an integral part of ensuring transparency and quality of qualitative research (Korstjens & Moser, 2017). In order to be accepted as reliable, qualitative researchers must demonstrate that data analysis has been performed appropriately, consistently and profoundly through the recording, systematization, and disclosure of analytical methods with sufficient detail to enable the reader to determine whether the process is credible (Nowell et al. 2017).

RESULTS

The GC implementation policy in primary schools provides a curriculum model that is certainly different from that of primary schools that do not apply GC in their schools specifically. That is, GC at the Islam Diponegoro Primary School is concerned with the school curriculum. This is expressed by Mr. WN as the principal.

> The GC is in its class. ... given 1 hour. Let GC teachers know the ins and outs. GC teaching 1 hour. Then later formulate the problem. Kan helped formulate clever children once and less once. That one, usually even passed, the average it. ... (interview, Mr.WN).

In addition to the statement of the principal above, also strengthened by Mr. WN as deputy head of curriculum section about the existence of GC in school curriculum structure, that is on schedule lesson in every class.

> Schedule of GC teacher entry time to class, ie: first grade and Second grade in second campus; fifth-A (Rooms B for girls, rooms A for boys) on Monday; fifth-B on Thursday; sixth-A on Thursday; sixth-B on Saturdays; and fouth-A and fouth-B do not have regular GC schedules in the classroom (because curriculum is used in the 2013 curriculum, the national curriculum that implemented for third and fourth grade only). (interview, Mr.NR).

Therefore, the various impacts associated with GC actions to each learner will necessarily involve other personnel either directly or indirectly. One of the closely related school personnel is the homeroom teacher. Nevertheless, other personnel also have a role in the implementation of GC cooperation in the Islam Diponegoro primary school.

Based on the analysis of observation data, interviews, and documents, it can be stated that the performance of GC teachers is the result of cooperation with other school personnel. In connection with the implementation of GC for students in fourth-B grade, the homeroom teacher of fourth-B grade is one of the personnel who always work with GC teachers, especially related to the class. The partnership has two patterns, from GC teacher to homeroom teacher and vice bersa. This is also stated by Mrs. DN as the GC teacher:

> There is (cooperation) that is from me to the homeroom for action. Anything from the homeroom to me there is a problem. From the results of the incoming evaluation, we discussed, the follow-up invited parents. As the mother erma input, there is a problem in class, then to me. What is enough with this anka just what to invite parents. (interview, Mrs.DN).

Based on the above statement, the role of homeroom is very important because the homeroom is the only school personnel who have the longest time with the learners and have the opportunity to know more learners than other personnel. It makes a very strong role in the effectiveness of GC. The condition is also recognized by Mrs.ER, the 4B homeroom teacher of the following class:

(Teacher class factor is very influential) Yes, indeed but it all depends on his homeroom teacher (interview, Mrs.ER).

Therefore, some activities or actions are carried out in the pattern as mentioned above. One example of the pattern from GC Master to homeroom is the data on the lateness of the learner. The following is a statement of Mrs. ER regarding the cooperation that comes from GC Teachers to teachers or homeroom teachers.

Integrated guidance from Mrs. DN. Late class data from Mrs. DN. Then it was fitted to me. Then I moved here (book late). The class's obsessed data from Mrs. DN ... Her relationship to fill her out, her attitude, social attitude. Well then, if there is still (need) guidance (discipline) means he is late. (interview, Mrs. ER).

Cooperation done by GC teachers with grade IV teacher B in addition to the above data collection is also about optimizing the implementation of GC in the classroom. Here is the role of classroom teachers in some GC enforcement activities involving classroom teachers.

First, Character Character Habits. (1) controlling routine activities, such as the effectiveness of students' data collection in their prayer book and guiding dhikr 30 minutes before learning each day. (2) To guide the discipline of the students in the implementation of classroom learning and intercourse in the class so as not to violate the rules that have been determined. (3) Guiding the habituation of learners to the attitude of maintaining personal hygiene, such as checking the cleanliness of nails and hair. In addition, also train students always throw garbage in place by getting used to collect each garbage and then will be assigned learners who are interested to collect garbage friends and throw it away. (4) Guidance in the learning process. This pattern is done in general, but more identical to the morale of learners in facing the learning process and also the ability of learners in terms of academic.

With regard to morals, this guidance relates to how learners are responsible when they dare to show themselves to answer, so he must answer them. Thus, there is no longer the action of the learner pointing to the hand but only to be careless. In addition there is also about giving opportunities to involve all learners in the activity of arguing, answering questions, to developing their creativity in every theme learning, in particular.

Second, Communication with parents. This action is done of course through communication with GC teachers. This is because the calling of parents of learners done if the problem has not been completed when handled by GC Teachers and indeed need to involve parents. This is as stated by Mrs. ER:

(My cooperation with GC teachers) The cooperation is calling parents if there are children prone to achievement. Kan there are report cards. Apparently there are not complete. Yesterday it was UTS. This is the final assessment of the semester. Children are prone to achievement. ... GC is based on a homeroom teacher. So GC does not act if it does not exist. .... (interview, Mrs. ER).

In addition to the above casuistic problems, teacher communication with the parents is done every time before the exam, both midterms and semester exams. This was conveyed Mrs PR as the vice principal of the following student department.

Here also there is parenting. Parents are given education. Only cooperation. Especially if close to testing (definitely doing communication / cooperation). ... There is information on student development. ... The homeroom knows better, because the time span is longer so there's a problem or usual to the first GC. .... If new student developments are scheduled before mid-semester examinations or final-examination. It's more of an academic problem. .... (interview, PR).

This is done as a school effort to provide their child's developmental information service and is expected to provide support for exam preparation.

Parents Play the Most Main Part in the Entire GC Process

Cooperation between GC teachers and homeroom teachers has not been said enough if parents do not play a role in it. If in school the role of homeroom is very important because the time with learners more, then the parents are the subjects who have the longest time with the children. It is also stated by Mrs.ER and also Mrs. GC in the following interview.

> And I think the greatest role is the parents. ... But if vacation, at home, the handling of the old man is less. So when he (the learner starts) goes (to school), we handle it like from the beginning again. (interview, Mrs. ER).

In addition to the intensity of more time with learners outside the school, the reason for the important role parents have with regard to the optimization of education that has been given while at school. Parents can be supporters, reinforcers, and control educational efforts, mentoring, teaching that has been obtained at school. It is certainly adjacent to the roles and responsibilities of parents to conduct education from the point of view of parents to their children.

The problem of family or parent factors indirectly will give some effect to the emergence of the problem learners. This is because there are factors-fator in the family that strongly supports the development of learners better, but not fulfilled. Thus, it can hinder the development of learners. Factors studied in interviews with homeroom teachers of fourth-B grade are concerns of parents. The following is an excerpt from an interview with Mrs. ER.

> ... mentoring parents at home. I do not know, but the children of his parents are many who both work. Although already dileskan kan need mentoring as well. But it is because of the busyness of the parents, so the intensity of the opponemuan parents and children ituminim. So the children learn in school, then at home there is rarely a friend. So if in school focus to meet his friends, to play. (interview, Mrs. ER).

Therefore, based on analysis of the results of interviews and documents, parent participation is very important in optimizing the implementation of GC. Thus, the school, especially GC teachers also have some way of cooperation that is done with parents of learners. The following is conveyed by Mrs. GC in his interview about the cooperation done by Islam Diponegoro Primary school in implementing GC with parents.

Based on the interview with Mrs. DN as a GC teacher, there are two models of cooperation with parents. First, parenting activities are conducted at the beginning of each year. Secondly, kasuistik (ie) means that if the handling of GC teachers and homeroom teachers with learners ultimately requires the role of parents, the teacher involves parents GC. Based on the above statement, there are two types of cooperation. The first pattern leads to a school program and is implemented programmatically. However, unlike the second cooperation. This is done in case of things that are considered parents need to play a role in handling or action. Casuistic events also occur several times in fourth-B grade. This is described by Mrs.ER as the homeroom teacher of fourth-B grade.

> ... this kid (who is named SR), sometimes his friends likes to be teased because he is quiet. Indeed, his son is quiet. It is true that children, their intentions (other friends) are joking. But we give direction. Continue, for a long time not so (invite joking) again. ... (Then) Yesterday there was a parent calling. Because (he) passive (quiet) it. After that (he started) brave (positive). (interview, Mrs. ER).

> ... If this child (who is named SW), (not confident) because in the first order forward it cry. If the other directly adjust, but SW is a little old (adapt in the class). But after that not cry anymore. (interview, Mrs. ER).

In addition to the above learner issues, the role of parents in the control of the participants' actions at home brings the school policy to carry out information delivery services. These services lead to information about the academic development of learners. Communicating activities about it is done before the exam student, either midterm exam, or semester exam. This is considered very important because the school realizes it takes the role of parents to assist students at home. Thus, it is expected that through the information service prates can increase the attention and various supporting facilities both material and immaterial to children.

Involvement of All School Staff in GC Implementation

The implementation of GC in Islam Diponegoro Primary School can not be done only by GC teachers. It is realized through various actions taken to realize the effectiveness of the service, all school personnel involved.

First, the principal. The roles of school personnel are spread out in every aspect of the action effort. However, in contrast to the pattern of actions performed principals. Principals play an important role because there are task areas that are related to the role of the principal. This is in the form of determining policies that have schools and it is deemed very necessary, such as facilities and infrastructure GC services, the fulfillment of Human Resources (GC teachers), and other policies regarding GC.

> In the accreditation process there is an assessment of GC, there is 1 about services. There are points. ... Well yesterday, there were constraints on the proportion of GC teachers and students. This plan has been added. (Ideally) I person (GC teacher) for 180 children is equal to 24 hours work hours of teachers. Means this qualification itself, bachelor of GC / psychology. (interview, Mr. WN).

The role of the principal is also presented by Mrs. DN as a GC teacher at the Islam Diponegoro Primary school. Implementation of GC also there supervision in the form of giving report and discussion. According to Mrs. DN, the problem of students will be the material of management policy. The above statement implies that the principal's role is in areas of external GC, such as service facility fulfillment, as well as policy determination. Thus, it will support the optimization of the effectiveness of GC services in the Islam Diponegoro Primary school. In relation to policy termination regarding the students by the principal also presented the following Mrs. ER:

> There is (a meeting program of all teachers of Islam Diponegoro Primary school). Yes (discussing learner issues) If it is really complicated. Usually (if not very complicated) only homeroom teacher, GC teacher, and principal (excluding all teachers). (interview, Mrs. ER).

Second, teachers (other than homeroom teachers). The role of teachers in addition to classroom teachers in helping develop GC materials to learners is done through several activities, one of which is routine activities to control the activities of worship learners that pray Duhuhuh in congregation at the school mosque. In addition, routine activities await and greet learners who come to school at the gate of the main corridor. This is done every morning, both male and female teachers. In that case, the learner will only greet the son's teacher, while the female learners will only greet the female teacher. Activity awaiting learners at the main gate and served students who come done up to the bell entrance, which is at 07.00 a.m beeped. After that, all the teachers will begin to enter each class.

In addition to the disciplining program of learners as well as the appreciation of learners, the role of teachers also in the program that goes into the curriculum, namely the implementation of Basic Mathematical Stabilization (BMS). Based on the analysis of research data, BMS executors in each class are two (2) homeroom teachers, namely classroom teachers and one is another homeroom teacher. It is determined by the classroom teacher pair in BMS in fourth-B grade, for example, based on the vacancy of the other teacher's class schedule in his class. The fourth-B grade in carrying out BMS is done by Mrs. ER as teacher of fourth-B grade and also by Mrs. DS as teacher of fifth-B grade. The existence of Mrs. DS (teacher of other class in duty teaching of BMS in fourth-B grade) in BMS in fourth-B grade at that time the fifth-B grade is a nontematic subject (subjects covered by special subject teachers). Thus, the installation is done in a structured manner.

Third, the talent class implementer. Based on previous subthemes that address talent classes, talent classes are guided by teachers skilled in the art. Therefore, not all talent classes are guided by classroom teachers or subject teachers at the Islam Diponegoro Primary school. Some talents are guided by experts from outside the school. Executing talent classes who are experts in their field, have indirectly assisted the implementation of GC programs in the implementation and development of interests and talents of learners.

Fourth, school employees. The involvement of school employees at the Islam Diponegoro Primary School, which is clearly observed, is the presence of school security. This is because the role of security officers helps Mrs. DN in the data collection and briefing for late learners when GC teachers are unable to attend school.

Thus, the security officer who will replace the GC teachers in overcoming students and even late teachers. It is like in the following interview with the security of Islam Diponegoro Primary School who was on duty.

Researcher   : That's the student's delay book, sir?
Security   : This (late book) for teachers and employees.
Researcher   : O, teacher (there is a book of delays) too?
Security   : Of course yes. It will not be fair. Researching this (teacher and employee delays) too?
Researcher   : No, sir. I am more to his students.
Security   : O, if the student to Ms. DN is her book. This (teachers and employees are late) if (late teacher) not written later unfair. Later every Saturday there is an internal meeting. Teachers and employees will be directly directed by the principal.
Researcher   : Means later notes (late students) are given to Mrs. DN, sir?
Security   : Yes. (interview, Mr. ST).

Based on the exposure of cooperation in implementing GC in Islam Diponegoro Primary School, especially in fourth-B grade, it can be stated that it has involved not only GC teachers but also homeroom teachers, other teachers, headmasters, staff and workers at Islam Diponegoro Primary school. In addition, every action in fourth-B grade for each of these guidance areas, GC teachers involve fourth-B grade teachers more than any other class. This is because fourth-B grade uses the 2013 curriculum, so GC teachers do not have regular hours, which is 1 hour of class entry, just like any other class that uses Education Unit Level Curriculum.

In addition to this, some actions to students in grade IV are done by GC teachers either by partnering with fourth grade B teacher, with other teachers, as well as with staff and employees. Therefore, the cooperation of each field. This is because GC is an important program because it is related to the personal learners. It is directly related to the vision, mission, and values that the school guides for development. It is also expressed in the school's superior culture. Therefore, the importance of learners to develop and fulfill their development tasks, the cooperation of each school personnel is very important.

From ethnic backgrounds, the learner component remains a proof that service at the Islam Diponegoro Primary School is conducted inclusively. Every GC officer / implementer does not see the background of the learner. Therefore, the cooperation of GC teachers with each implementer is inclusive. This is different from the GC implementers themselves in this cooperation. Executives who assist GC teachers in every service are a diversity in the teacher's perspective. They are from Arabia, Java, and also Madura. Although the Islam Diponegoro Primary school is a foundation of religious leaders from ethnic Arab descent, but teachers in primary schools are mostly Arabs. Unlike the executors in the talent class or religious classes, there are some of them who come from the tribe of Madurese and Arabic. Nevertheless, the treatment of each teacher remains the same.

Based on the presentation of several themes above, it can be stated that every problematika learners get handling and service from GC. Handling is inclusive, regardless of the background of learners. In addition, GC teachers also involve school personnel to employees in running GC services and to address the problems of learners.

DISCUSSION and CONCLUSION

Organizational Patterns

The implementation of GC in this school takes place in a structured and practical manner. This is because the school has a facility of guidance and counseling services conducted by GC teachers with basic competence of psychology. This is supported by the theory that GC programs can be implemented through different organizational patterns according to the circumstances in the school concerned as well as the abilities of personnel, costs, and opportunities available at the school concerned (Giyono, 2015: 194). In addition, the findings are also supported by the results of Lehr and Sumarah (2002) research which states that the main factors that determine the successful application of guidance and counseling, namely the support and involvement of others and the time and resources adequate. Thus, the combination of three patterns can reduce the impact of the constraints on the implementation of GC in the Islam Diponegoro Primary school.

The organizational pattern applied in guidance and counseling at Islam Diponegoro Primary School is a combination of the first pattern, the second pattern, up to the third pattern. This is different from the theory of organizational implementation pattern according to Giyono (2015). The main cause of class IV uses the 2013 curriculum. Therefore, the existing pattern does not cover 3 existing theoretical patterns, but becomes a combination of the three.

Because there is a combination of two patterns is the implementation of GC involving personnel or other staff, in addition to GC teachers. This is in accordance with the first pattern which states that where counseling guidance is carried out by all school staff as part of the regular task, it receives (Giyono, 2015: 195). However, the first pattern has a special characteristic, that is, no special expertise is required and states that in primary school is not implemented because the counseling service is done by the classroom teacher. This is certainly different from what happens in the field that the primary school is implementing the GC services program and there are GC teachers there specifically.

Furthermore, the school has a GC teacher and has regular hours. This leads to the theory in the second pattern. The pattern mentions that guidance is carried out in more detail has provided a special time to carry out counseling services with special services as well (Giyono, 2015: 195). What distinguishes, however, is that in this study the school assigns regular teaching tasks at the school, although it also has its own special service duties independently in the workplace as a GC teacher. Nevertheless, the distinction is also directed to the distinctive features that also occur in locations, ie there is a clear division of tasks among the people involved in the implementation of the GC service program.

Based on data analysis in the field, GC teachers also work with other personnel. Especially for class IV there is no special clock for GC. Thus, the role of classroom teachers and subject teachers is very important. Teachers play a big role because teachers have time to deal directly with more learners. Thus, the teacher has an opportunity to pay attention to the academic, social, and emotional problems that the learners experience (Clark & Amatea, 2004). In addition, teachers also have a role in the implementation of GC.

It is like the results of research that concluded that the first task of teachers in the guidance is to know or recognize the problems learners learn. Her work in the classroom and her guidance activities will not get enough results if a teacher has not understood her students. So that the guidance process can run well with optimal results, teachers must recognize and understand the students first (Samisih, 2014). As in research on the role of teachers in primary school counseling in West Amman, the most important aspect of improving teacher responses is the good relationship between teachers and students experiencing academic delays (Abu-Dabat & Marj-Alhamam, 2013).

However, teachers still have different composition of competence and responsibility also in the implementation of guidance and counseling procedurally. Involvement of other parties in guidance and counseling services is the involvement of teachers in assisting counselors. Teachers and counselors are essential for developing and maintaining collaborative relationships to help learners develop themselves (Clark & Amatea, 2004). The condition is evidenced by some empirical fact that guidance in schools will be more effective if teachers can work together with school stakeholders in the learning process (Samisih, 2014).

Other research states that for the sake of the implementation of guidance activities in primary school, it is very necessary role of principals and teachers of religion and other personnel in primary school (Ridwan, 2017). Furthermore, the same result also stated that the cooperation between teachers and their colleagues in schools, especially the principal for counseling and reforming the problem (Abu-Dabat & Marj-Alhamam, 2013).

Cooperation between GC teachers and classroom teachers is very visible. This is because most of the guidance and service that is done always involves the role of classroom teachers. The classroom teacher is like the main expert in the problem information that happens to each learner in his class. In addition, the habitual pattern of learners in behaving in the classroom is also a subject of classroom teacher action to portray themselves as GC executors and also as the essence of educators and mentors.

In another study, concluded that teachers thought that if a strong relationship between teachers, counselors, and administrators would support the realization of an effective school. This is because the teacher can identify the problem of the learners, while the counselor can perform data collection and follow up in the form of guidance and counseling services (Clark & Amatea, 2004).

Based on this, the competence of teachers regarding guidance and counseling is very important. Such is the research in Nigeria that investigates the professional challenges to counseling the practice of primary school counselors at Anambra State. The findings from this study reveal that there are professional challenges in primary school counseling as suggested by counselors (Anagbogu et al., 2013). Therefore, a number of studies show that professional school counselors, who implement comprehensive school counseling programs, can play an important role in maximizing the achievement of learners (Afande, 2015). Competence of GC teachers in the implementation of guidance is very influential on conditions in the field. This is manifested in several times observers make direct observations.

Based on the GC teacher's profile, the basic competence of the academic is psychology. Thus, the combination of psychology, guidance and counseling, and religious factors make the implementation of guidance and counseling more meaningful. This is also recognized by GC teachers in the interview. Through the science of psychology, the counseling activities will be more effective. The science of communication and psychology of human beings have a positive impact on the efforts of GC teachers to carry out their duties.

Classroom Teacher Integration in GC Implementation

Counselors in most primary schools in Indonesia are in fact not specifically counselors (GC teachers) but are classroom teachers. According to Savi (2011), school completeness is a concept that has some basic functions that will be useful for analyzing child development outcomes. It can be accepted as one of the protective and risk factors in school counseling and psychological counseling. Primary school institutions have an equally important level of need in handling the quality of human resources as educators.

Therefore, the position of educators in primary schools will determine the success of education at that level. One important thing, namely the existence of special teachers who serve Guidance and Counseling is needed. However, there are still differences of opinion regarding the effectiveness of classroom teachers in carrying out guidance and counseling in their respective classes.

Therefore, classroom teachers become the main points in providing tutoring services to improve the learning achievement of primary school students (Samisih, 2014). This is also in line with Widada (2013) stating that GC program implementers in primary schools are classroom teachers assigned to carry out the counseling and guidance services in the classroom that they are responsible for.

However, it is inevitable that GC implementation by classroom teachers also has limitations. This is like a conclusion in research that states that basic education is important to lay the foundation for the overall development of children. However, counselors who are expected to tackle these developmental issues are faced with many professional challenges including lack of funds, lack of facilities and others (Anagbogu et al., 2013).

This is also stated by Samisih (2014) regarding the limitations of classroom teachers in providing guidance to students, among them: (1) Teachers are no longer able to handle the problems of various learners, because teachers are not trained to carry out all the duties . (2) Teacher herself has heavy teaching tasks, so it is not possible anymore plus more tasks to solve various problems of learners.

Concerning the above limitations, Ridwan (2017) also noted that considering the level of development of learners from one grade of the class to the higher level of the classroom and remembering also the dual teacher assignment which in addition to serving the guidance and counseling service also has the main task of teaching. Based on this, Ridwan stated that the scope of counseling and guidance activities in primary school can be different like material, service, or implementation. This leads to the optimization and effectiveness of GC implementation in primary schools so far.

Yuksel-Sahin (2009) states that if a teacher or educator who served as a counselor in a primary school can not deal with problems that cause program ineffectiveness, it will hamper service in a sustainable way. Thus, the guidance and counseling officers need to have positive characteristics and have the competence of the field of guidance and counseling. This is necessary so that guidance and counseling can be implemented effectively. It can be developed through training.

Therefore, learners need counselors to develop learning motivation and other skills through counseling and guidance services. Therefore, teachers need a counselor to support learning activities in the classroom. Such support is concerned with the development of problem-solving and decision-making skills, confronting acts of infringement, accepting diversity, fostering character education, and helping to create a positive learning environment (Clark & Amatea, 2004).

Teachers are the ones who are responsible for teaching and learning at school (Clark & Amatea, 2004). Ineffective guidance and counseling services may be due to the following reasons. First, school counselors do not have a bachelor's degree in counseling and guidance services. Second, the counselor does not have a good work ethic. Third, the counselor is not supported by other education personnel in the school. Fourth, the counselor has a negative knowledge and insight about guidance and counseling. Fifth, the counselor has bad time management. Sixth, the number of counselors is not proportional to the number of students as clients (Yuksel-Sahin, 2009). Thus, the important role of teachers needs to be supported by good quality in carrying out their duties (Chew, 2015).

The competence of the classroom teacher has not led to the expectation of professionalism in performing his duties as a counselor. The quality aspect of human resources is closely related to competence. Yuksel-Sahin (2009) states that if a teacher or educator serving as a counselor in an primary school can not deal with problems that cause program ineffectiveness, it will hamper service in a sustainable manner.

Teachers do have the task of not only teaching and educating, but also guiding. The field of guidance intended in the context of guidance and counseling is not as simple as the task of guiding each teacher to learners. In addition, the experience of obtaining lectures and counseling materials one time should not be a reason to allow classroom teachers to be guidance and counseling officers. This is because the problematics of primary school students can not be considered lighter than the problematics of high school students or higher levels. The same degree of importance in each handling of learners is one of the reasons why the need for professionals in their field. Therefore, Guidance and Counseling service officers also need to have positive characteristics and have the competence of guidance and counseling field. This is necessary so that guidance and counseling can be implemented effectively (Chew, 2015).

The result of the research shows that the cooperation that is carried out is an eclectic pattern, that is the combination of the three patterns of cooperation according to the theory used: the GC teacher provides services and has special hours and rooms, but the classroom teacher also helps and is involved in the implementation of GC. Thus, this research can be a pioneer resource for other primary schools to streamline GC services.

Based on the study and conclusions of the study, researchers suggest that: (1) Strengthening the GC curriculum in primary schools is required. (2) Job descriptions for each staff member are needed for clear direction regarding the integration of GC services that involve each staff member.

The limitation of this study include: (1) The study was conducted in a relatively short time, which was not carried out for at least 1 year of learning. This led to the possibility of implementing GC services at the research location not recorded in detail. (2) This research also did not focus on the problems that are detailed but real to certain students, so that it becomes a unique study qualitatively related to GC services.

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