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Teacher Understanding in Data Collection Techniques for Counseling Guidance in Lower Class SDN 2 Takeranklating

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ABSTRACT

Analysis of teacher understanding in collecting guidance and counseling data in elementary schools is very important for educators in knowing the character and needs of students. This research aims to determine the level of understanding of elementary school teachers in data collection techniques for guidance and counseling in lower grades. This research uses descriptive qualitative methods. The instruments in the research used teacher interview techniques and teacher observation, while the subject was a lower grade elementary school teacher. The results of this research are (1) knowing the types of data in counseling guidance in elementary schools, (2) teachers conducting an analysis of student needs in lower grades, (3) showing that the level of understanding of elementary school teachers regarding techniques for collecting counseling guidance data in the classroom low is good enough. Based on the results of this research, elementary school teachers are able to understand the types of counseling guidance data and data collection techniques. The suggestions from this research are that the research object is expected to be expanded and not limited to just one source.

Keywords: Teachers understanding, data collection, counseling guidance

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INTRODUCTION

Guidance is a process of providing assistance to an individual in understanding themselves (Alamsyah Asep, 2021). Guidance can be seen in the form of activities or services to help students

make decisions about the education they will take and help students solve problems in their lives. Meanwhile, the meaning of Counseling according to (Alamsyah Asep, 2021) Counseling is a technique in guidance services where the process of providing assistance takes place through interviews in a series of direct and face-to-face meetings between teachers/counselors and clients who are able to gain a better understanding of themselves, are able to solve the problems he faces and be able to direct himself to develop his potential towards optimal development, so that he can achieve personal happiness and social benefits (Suteja, 2017). Counseling is the application of the principles of mental health, psychological or human development, through cognitive, affective, behavioral, or systemic interventions, and strategies that promote well-being, personal growth, or career development, as well as pathology. So guidance counseling is a service effort by teachers for students at school.

Technique is a method, step, or method used to achieve a goal. Guidance is direction, guidance and management or can also be called assistance. Meanwhile, counseling is a confidential face-to-face relationship, full of an attitude of acceptance and providing opportunities from the counselor to the client (Mulvariani et al., 2021). The use of data in counseling guidance services is an important stage. The use of data is closely related to 2 things in counseling guidance services. The first relates to the processing and utilization of assessment results for clients through the instrumentation process. The second is related to efforts to maximize the counseling guidance service process (Mulvariani et al., 2021).

Elementary school students are divided into two parts, namely low class students and high class students. Low class students are students in grades one, two and three with an age range of 6-9 years, while high class students are in grades four, five and six with an age range of 9-13 years. Low grade students can be categorized in the early childhood group. (Fatmawati et al, 2021). In lower class aged children, skill development will occur. The skills developed are social-help skills and play skills. Social-help skills function to develop students' helping skills such as helping other people (Daree et al, 2016). Therefore, data collection techniques between low class and high class are very different. The difference lies in the mindset. In the lower classes, students are still young children who need direction and guidance in the process of understanding themselves.

METHODS

This research uses a qualitative descriptive method to obtain an overview of the use of teacher understanding in data collection techniques for counseling guidance at SDN 2 Takeranklating. The research was conducted on Monday, December 11 2023 at SDN 2 Takeranklating. The research subject is aimed at class teachers. The data collection instruments are teacher interviews and teacher observations. The data obtained is the result of interviews, field observations regarding understanding techniques. Data analysis in this study used descriptive analysis techniques.

RESULTS

Teachers at SDN 2 Takeranklating understand the techniques for collecting guidance and counseling data in lower grades. They have carried out an analysis of student needs first before providing services to students. And to find out all the needs analysis data needed by students, the teacher at SDN 2 Takeranklating carried out data collection first using several techniques.

Teachers at SDN 2 Takeranklating use testing techniques in the form of personality tests, aptitude interest tests, intelligence tests and learning outcomes tests as well as using non-test techniques in the form of observation. The techniques used are techniques that are effectively applied in lower grade elementary schools. The data taken is in the form of psychological data and personal data.

This data collection technique was carried out by the teacher at SDN 2 Takeranklating when students first entered elementary school, namely grade first. This was done in order to determine students' learning readiness and the obstacles students experienced in learning. And all student data will always be updated when the student moves up a grade.

DISCUSSION

The results of the analysis of various journal literature show that data collection techniques in the lower grades are very effective in finding out the problems and characters of elementary school students in the lower grades. This is proven by research at SDN 2 Takeranklating. What the research group did was by interviewing one of the lower grade teachers. Teachers in lower grades always provide counseling guidance to find out the difficulties experienced by students, this can be known by carrying out counseling guidance data collection techniques at school.

The aim of collecting data in elementary schools is to find out the character of students in the school, this is in line with the theory which states that data can help obtain deeper and more complete information about the personal aspects of counseling, so that counselors are expected to be able to provide appropriate and optimal services. In educational research, Data collection methods are important for obtaining accurate and valid information regarding the topic being researched. Several methods commonly used in collecting data include interviews, observation, and questionnaires. After the data is collected, the next step is to carry out data analysis which is also an important stage in research. There are various data analysis methods that can be chosen, such as content analysis and statistical analysis (Cholid Fahmi, 2023).

A. TYPES OF DATA IN GUIDANCE COUNSELING SERVICES IN PRIMARY SCHOOLS

According to Tohirin (2014), the types of data are divided into two, namely, psychological data is data related to the mental matters of lower class students. This data includes data on intellectual abilities, special talents, direction of interests, life aspirations, and personality traits. Social data is all data related to students' social lives, included in social data. This data includes the student's family background, the student's social status at school, and the student's social environment.

Nurviyanti (2016) stated that data is divided into two types, namely: personal data and general data. The following is an explanation of personal data and general data. Personal data is data relating to an individual or student. This data must be kept private so that it is not misused by irresponsible people. Personal data has a dynamic nature and must be updated every year. This data is sourced from the student concerned, including personal identity, including name, title or nickname, place, date of birth, address, nationality, religion, home and family background. Mental abilities,

talents and personality conditions. History of education, learning outcomes, subject values. Diagnostic test results consist of data on students' strengths and weaknesses in subjects or other subjects, for example attitudes, health history. Extracurricular experiences and activities outside of school, educational interests and aspirations and work/position. Special achievements ever obtained.

General data is data or information that does not directly concern students either individually or as a group. This data is collected separately in the form of a book or collection of leaflets and clippings. General data is usually used for information services and placement and distribution orientation. The general data source is at the educational institution concerned.

Group data concerns a certain aspect of a group of students, such as a description of learning achievements in one class, sociometric results, implementation reports and the content of group counseling guidance. From this data, several things can be taken that need to be combined into personal data. Conversely, processing personal data of a group of students can produce group data for a number of students' work. Each group of data needs to be clearly separated so that it is not mixed up. The separation must pay attention to principles, be simple, concise and as necessary. This data includes social relationships between individuals, and conditions of mutual cooperation within groups. Usually this data can be written in the form of diagrams, sociograms, tables etc.

Meanwhile, according to (Aprilia Lisnawati, et al, 2023) data in guidance and counseling services is divided into four, namely personal data, group data, general data (covering the living environment) and special data (covering intelligence, talents, study habits, interests and social relationships).

The learning guidance given to elementary school students by teachers is not the same because one student and another have different learning styles but there are also similarities. These differences relate to intellectual capacity, skills, attitudes, abilities, motivation, perceptions, interests and family life background. This difference will result in each student's learning style being different, both in the speed of capturing learning and the success achieved by the students themselves (Yuliani Wiwin, 2024).

Before carrying out a learning process, teachers should carry out systematic planning in accordance with the applicable curriculum (Humairah, et al. 2022). The learning process will be more innovative by using a variety of learning models so that learning is not monotonous, so that it can help students improve their learning outcomes. Incompatibility of the model or media with the material presented will result in students having difficulty understanding the material. Students' lack of understanding of the learning material will cause difficulties in solving questions during exams and will certainly hinder the students' learning outcomes (Humairah, et al. 2022).

B. DATA COLLECTION TECHNIQUES IN LOWER CLASS

Data in BK services is collected through various techniques. This technique is used according to the importance of the data to be collected. Each technique has its own instrument. In general, data collection techniques in guidance and counseling services are divided into two, namely test techniques and non-test techniques. Test techniques usually use instruments that are already in

terms of how to administer them, how to examine them, and how to interpret them. Meanwhile, non-test techniques are more flexible in terms of administration, examination and interpretation.

The test technique is a procedure for revealing a person's behavior and describing it in the form of a number scale or certain classification (Nurfayah, 2016). This technique uses test tools in the form of written and oral questions (Hutasoit Es, 2022). These questions or tasks are compiled into a standardized instrument and have good validity and reliability. There are various tests to collect data about students. Generally, tests are used to collect students' personal data in the form of potential abilities or basic abilities, such as intelligence, talents and interests. Learning outcomes tests (achievement tests) are used to measure what students have learned in various subjects. Competency tests, tests to measure students' competency achievements, and diagnostic tests, tests to measure students' strengths and weaknesses as well as the causes of difficulties experienced by students, are examples of learning outcomes tests. Aptitude tests and interest tests are used to reveal an individual's talents and interests. This test is important in guidance and counseling services because with this test the counselor can direct and place students in the right major according to their talents and interests. Personality tests are used to measure certain personality traits in students such as character, temperament, emotional life style, mental health, social relations with other people and areas of life that cause difficulties in adjusting. Personality inventory is a personality test. There are also projection tests that are used to measure personality traits through reactions to a story, image, or word. The Rorschach Test (Ro) and TAT (Thematic Apperception Test) are examples of projection tests. Intelligence tests are used to reveal a person's level of intelligence or intelligence. Examples of these tests are the Binet Test, Weschsler Test, SPM, beam (Kohsblock), and AGCT.

Non-test techniques are techniques used to collect data other than tests. This technique is usually used to collect data about behavior, attitudes, interests, attention, characteristics, etc. A type of non-test technique that can be used in lower grades is observation. This technique is carried out by making careful observations, both directly and indirectly, of various student activities in the school environment and outside the school environment, including at home (Tohirin, 2014). Observations can be carried out in two ways. Firstly, observers are involved in student activities, so that students do not feel that they are being watched while doing their activities. Second, observers are not involved in student activities. Apart from non-test techniques, there is also a self-report technique, which is a tool for recording individual personal and environmental data by reporting yourself or being represented by friends, teachers and parents. In administering this data, it is necessary to be equipped with guidelines such as interviews, questionnaires, and autobiographies.

The instrument for assessing student development is to collect data. Data is a number of information or information about something, both objects and non-objects. Providing assistance will be effective if it is based on accurate data. According to (Aprlia Lisnawati, et al 2023) states that if a counselor wants to carry out guidance activities effectively, then he must know everything about his counselee (student). If counselors obtain more data about counseling they will be able to work efficiently. Accurate data can be taken using very precise instruments.

Data about students is divided into psychological data and non-psychological data. Psychological data is data related to the psychological aspects of students; includes intelligence data and personality aspect data. Non-psychological data is data related to achievements obtained about oneself (personal data) and environmental data. To find out or collect these two data, you can use two approaches, namely the test approach and the non-test approach.

C. ANALYSIS OF STUDENT NEEDS IN LOWER CLASS

As a result of the research, it is known that student needs analysis activities are important as a guide in preparing guidance and counseling programs. In line with the theory conveyed by Komalasari et al (2014), assessment is a vital thing, especially for collecting, analyzing and interpreting data or information about students and their environment. This is done to obtain an overview of various individual conditions and their environment as a basis for developing a BK service program that suits their needs. This needs assessment activity aims to discover the real conditions of students which will be used as a basis for planning guidance and counseling programs (Kemendikbud, 2014).

The Takeranklating Elementary School teacher explained that the steps in needs analysis were, namely, identifying data based on the results of analysis in elementary schools. The data identification stage in the analysis of important data needs includes data on the number of students, students' economic conditions, family life, students' learning/academic achievements, educational background, and students' relationships in the social environment. Apart from that, the BK teacher also explained that the data was collected through various documents and data processing results, namely, students' personal notebooks, forms when registering at school, results of field observations, results of questionnaire data processing, DCM and direct interviews with relevant students.

Data collection steps include instrumentation activities. Based on questions and answers regarding instrumentation application activities, the answer was obtained that the BK teacher carried out the data collection process using the BK instrumentation available at the school, namely DCM, questionnaire, SKPD, AKPD, AUM, and sociometry. Apart from that, the BK teacher also said that every year, instrumentation application activities are carried out twice, namely at the beginning of the first and second semesters. This activity is carried out by distributing questionnaires to each student at the specified subject hours. Apart from that, the BK teacher also explained that so far he had never developed data collection tools. Based on the results of the interview regarding not continuing, the answer was obtained that the follow-up carried out by the guidance and counseling teacher after the needs analysis activity began with preparing the guidance and counseling/RPL/SATLAN program, providing guidance and counseling services and evaluation. The services in question are information services, orientation services, placement and distribution services, content mastery services, group guidance services, group counseling services, individual counseling services, mediation services and consultation services as well as home visits.

In collecting BK data, a medium is needed. The media in the BK program are media for conveying information, media as a tool (data storage and data collector), media as a tool to assist in providing information, media as a therapeutic bliblio, and media as a tool for conveying reports.

Examples of media as conveyors of information are device leaflets, guidance boards, leaflets and booklets. Examples of media as tools (data storage and data collectors) are data collection media including Eid observation questionnaires, interview guides, problem checklists and assessment scales. Media for storing data include personal books, personal cards, folders, cupboards and shelves.

Examples of media as a means of conveying information include radio, tape, pictures, photos, films with sound. Examples of media as blibliotherapy are books, magazines and comics (the important thing is that they contain tips). Examples of media as a tool for conveying reports include

BK activity reports, namely weekly, monthly, semi-annual and annual reports (Aprilia Lisnawati, et al. 2023).

CONCLUSION

Guidance and counseling data collection techniques have been implemented at SDN 2 Takeranklating. Based on the results of research, elementary school teachers are able to understand the types of counseling guidance data and data collection techniques. In general, data collection techniques in counseling guidance services are divided into two, namely test techniques and non-test techniques. Test techniques are divided into learning outcomes tests, intelligence tests, interest, talent tests and personality tests. In non-test techniques, data is taken through observation. This needs assessment activity aims to discover the real conditions of students which will be used as a basis for planning guidance and counseling programs (Kemendikbud, 2014). Suggestions for future researchers are to use more sources to find data collection techniques. And it is hoped that the research object will be expanded and not limited to just one source.

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