



Journal of Elementary Education (JELEDUC)

Volume 1 (1) 1 – 8, July 2024

I e-ISSN: 3063-5330 (Online)

Doi: 10.38040/jeleduc.v1i1.910

The article is published with Open Access at: <https://jurnal.umla.ac.id/index.php/JELEDUC/index>

Implementation of Klagenrampat SDN Group Guidance Services in the Independent Curriculum

Diyah Aliyah Rahmawati¹, Alfu Cahyani Salsabilla², Linaria Arofatul Ilmi Uswatun Khasanah³

¹²³Universitas Muhammadiyah Lamongan, Lamongan, Indonesia

✉ Corresponding Author: alpuucahyaniii1004@gmail.com

ABSTRACT

The background to the implementation of group guidance services at SDN Klagenrampat in the independent curriculum is useful for developing students' personal potential, and can also influence students' talents and interests to be further developed optimally. The aim of this research is that the Klagenrampat Elementary School group guidance service in the independent curriculum is useful for finding out how the implementation of counseling guidance at Kagensrampat Elementary School in the independent curriculum is useful for finalizing achievements in developing self-potential in these students. The method used in this research is descriptive qualitative. The data source for this research is class 1 teachers. The instruments used are teacher interviews and teacher observations, namely using group guidance services. The Click or tap here to enter text. results of this research are (1) group guidance services in developing students' interests, talents, (2) handling of counseling by teachers using guidance. groups, (3) use of group guidance services by teachers. The conclusion of this research is that teachers provide group guidance to help students in the learning process and develop the potential of students' interests and talents.

Keywords: Guidance counseling, Group Services

Received: 5 April 2024	Revised: 31 May 2024	Accepted: 24 June 2024	Published: 15 July 2024
------------------------	----------------------	------------------------	-------------------------

Citation (APA Style):

Rahmawati, D.A., et al. (2024). Implementation Of Klagenrampat SDN Group Guidance Services in The Independent Curriculum. *JELEDUC: Journal of Elementary Education* 1(1), 1–8. Doi: 10.38040/jeleduc.v1i1.910

INTRODUCTION

Guidance and Counseling Services in the era of the independent learning curriculum are oriented towards students' interests, talents and abilities in the learning process. In improving formal education (primary and secondary), guidance and counseling (BK) is expected to be able to accommodate students in understanding and accepting themselves as complete individuals according to their environment, developing potential or abilities, planning for the future and solving problems to achieve independence and the benefit of students in accordance with Pancasila values (Center for Curriculum and Learning, Ministry of Education and Culture, 2022). (Putri et al., 2020)

This service in the era of the independent curriculum, students are expected to recognize their potential and develop themselves according to their interests and talents proactively and productively in the 6 dimensions of the Pancasila student profile. BK teachers also motivate students to be proactive in taking part in additional activities such as extracurricular activities at school that suit the needs of students' talents, interests and potential so that students are more confident, disciplined, have character and are friendly and active in daily activities.

Guidance and counseling services at SDN Klagenrampat refer to the development of elementary school students who are currently studying at the primary level. At that time, students begin to know the rules, values and norms in their environment, whether at home, at school or in society. The period when students begin to socialize and adapt to a wider environment, and prepare themselves to face their future.

Sukitman (2015:32) group guidance, namely services that help students in personal development, social relationship skills, learning activities, careers/positions, and decision making, as well as carrying out certain activities through group dynamics. Gadza (in Ismaya, 2015:49) group guidance in schools is an information activity for a group of students to shape them to make the right plans and decisions. Group guidance services can be held anywhere, indoors or outdoors, at school or outside school, at the home of one of the participants or a counselor, in an office or certain institution, or in the counselor's private practice room, Prayitno (2018:133).

Based on the opinions above, it can be concluded that group guidance services are an activity carried out by a group of 2-15 people led by an expert trained in their field, so that students gain an understanding of their personal growth and development in school, family, and society, as well as the wider community through the group dynamics that are built. The note above requires that most of the time the Teachers guidance Counseling/school counselor to participate in counseling services individual or group with the consequence that most their time will run out within their involvement as facilitators student self-development. Besides a matter of time, a matter of agreement with the subject teacher or homeroom teacher is also a problem that must be resolved. The teachers want student shelped, but reluctant to let go from class because of the need for learning academics for other fields of study. Student looks like it won't be allowed to be on outside the classroom to attend several sessions individual counseling guidance activities or groups. So very important for school counselors in schools to limit the number of service sessions counseling guidance for a person child.

The importance of Guidance and Counseling in elementary schools is based on the many cases of delinquency and crime committed by elementary school children and the problems that befall them resulting in hampered development, both academically, personally and in social relationships. Elementary school teachers play a role and bear responsibility for understanding children and helping children's social and personal development. This responsibility further increases the need for organized guidance in elementary schools.

According to Willianson, counseling is defined as a process of personalization and individualization to shape a person in learning subjects at school, behavioral characteristics as a citizen and personal and social values and attitudes, and beliefs that can help him as a creature who can adapt normally. This is also done by Klagenrampat Elementary School teachers in dealing with

the psychology of their students, always making efforts to overcome students' learning difficulties, namely increasing student learning motivation, providing remedial measures, maximizing learning media, developing good attitudes and study habits. The implementation of counseling guidance at Klagensrampat Elementary School aims to guide and foster the learning process and character development of Klagensrampat Elementary School students, which is held or as the task of the class teacher in implementing the concept of counseling guidance at Klagensrampat Elementary School. This is also in line with the opinion of Pranoto (2016). In implementing counseling guidance at Klagensrampat Elementary School, students are also coached to develop their talents and interests, such as taking part in competitions, both academic and non-academic. This is in accordance with the statement "talents and interests must be introduced to children at an early age and always paid attention to in every development so that individuals can know what talents and interests they have mastered so that individuals can be in the process of achieving achievements from the talents and interests they have." (Santrock, 2021)

When related to the implementation of the Merdeka Curriculum, the role of guidance and counseling services in the Merdeka Curriculum at Klagensrampat Elementary School is as a coordinator in realizing students' psychological well-being and facilitating the development of students so that they are able to actualize their potential in order to achieve optimal development. Apart from that, Guidance and Counseling is also part of the planning for the Strengthening Pancasila Student Profile Project.

Subject teachers and teaching staff can collaborate in carrying out the role of Guidance and Counseling in realizing the psychological well-being of students. In the implementation of the Independent Curriculum, the role of guidance and counseling services to facilitate students' potential is not only expected to be carried out by guidance and counseling teachers but can also be carried out by subject teachers or educational staff.

METHODS

This research uses descriptive qualitative methods to obtain an overview of the use of Guidance Counseling services to improve Group Guidance Services at SDN Klagensrampat. The Klagensrampat Elementary School group guidance service activity on the Independent Curriculum was carried out on December 11 2023. The location of the activity was Klagensrampat Elementary School which is located in Klagensrampat village, Maduran sub-district, Lamongan district. The method used was observation or research regarding group guidance services at SDN Klagensrampat in the independent curriculum which was carried out through interviews with teachers at the SDN.

Explains that the type of research used in this research is action research. This is done because researchers are directly involved in the learning process from the beginning to the end of the learning. Thus, this research is said to be participatory research.

RESULTS

The implementation of counseling guidance at Klagensrampat Elementary School aims to guide and foster the learning process and character development of Paji Elementary School students, which is held or as the task of the class teacher in implementing the concept of counseling guidance at Klagensrampat Elementary School. This is also in line with the opinion of Pranoto (2016). In implementing counseling guidance at Klagensrampat Elementary School, students are also coached to develop their talents and interests, such as taking part in competitions, both academic and non-academic. This is in accordance with the statement "talents and interests must be introduced to children at an early age and always paid attention to in every development so that individuals can

know what talents and interests they have mastered so that individuals can be in the process of achieving achievements from the talents and interests they have." (Santrock, 2021). Apart from that, the guardian or student affairs teacher at SDN Klagensrampat is also responsible for his students in determining further or junior high school education, providing advice, methods and outreach to their students about the further education (smp) they will take, especially in class 6. In line with his opinion. According to Artur J Jones "guidance counseling helps individuals to understand and make broad use of educational opportunities in determining their future, and the personality they have or can develop and as a systematic form through which students are helped to obtain a good adjustment to school and towards life." Theories Related to Curriculum Development and Counseling: (1) Social Constructivist Theory (Vygots 2014) - This theory proposes that learning is a social process that involves the construction of knowledge through interactions with others. (Journal: Educational Psychologist) (2) Self-Determination Theory (Deci & Ryan, 2020) - This theory suggests that individuals have inherent tendencies to seek out experiences that are autonomy-supportive, competence-enhancing, and related to their interests. (Journal: Psychological Review) (3) Ecological Systems Theory (Bronfenbrenner, 2016) - This theory proposes that human development is influenced by multiple levels of the environment, including the microsystem, mesosystem, exosystem, and macrosystem. (Journal: American Psychologist)

These are just a few examples of theories related to curriculum development and counseling that have been published in academic journals. There are many more theories and research studies that have been published in these fields.

In implementing counseling guidance at Klagensrampat Elementary School, the class teacher, apart from being in charge of counseling guidance, is also in charge of classroom management. When conditions are not conducive and there are students who are noisy, the task of the class teacher at Klagensrampat Elementary School is to make the class conducive again with the method or methods used depending on conditions, however "until now I have not found a class that is not conducive and there is noise in the class until further treatment." said the homeroom teacher at SDN Klagensrampat. In line with his opinion, Sardiman (2022:142) states that there are nine roles for teachers in guidance and counseling activities, one of which is as a class manager.

According to Willianson, counseling is defined as a process of personalization and individualization to shape a person in learning subjects at school, behavioral characteristics as a citizen and personal and social values as well as attitudes and beliefs that can help him as a creature who can adapt well. normal. This is also done by Klagensrampat Elementary School teachers in dealing with the psychology of their students, always making efforts to overcome students' learning difficulties, namely increasing student learning motivation, providing remedial measures, maximizing learning media, developing good attitudes and study habits.

When related to the implementation of the Merdeka Curriculum, the role of guidance and counseling services in the Merdeka Curriculum at Klagensrampat Elementary School is as a coordinator in realizing students' psychological well-being and facilitating the development of students so that they are able to actualize their potential in order to achieve optimal development. Apart from that, Guidance and Counseling is also part of the planning for the Strengthening Pancasila Student Profile Project.

Subject teachers and teaching staff can collaborate in carrying out the role of Guidance and Counseling in realizing the psychological well-being of students. In the implementation of the Independent Curriculum, the role of guidance and counseling services to facilitate students' potential

is not only expected to be carried out by guidance and counseling teachers but can also be carried out by subject teachers or educational staff.

The concept of guidance and counseling at SDN Klagensrampat also provides the widest possible opportunities for students who need guidance and counseling services, but usually teachers are active in guidance and counseling services in accordance with guidance and counseling which is a support service for students, both individually and in groups, so that they are independent and can develop optimally, through the fields of personal, social learning and career guidance with various types of supporting services and activities based on applicable norms (Minister of Education and Culture Decree No. 025/D/2015). Guidance and counseling are assistance services for students, both individually and in groups, so that they are independent and can develop optimally, through the fields of personal guidance, social learning and career with various types of supporting services and activities based on applicable norms. Guidance and counseling are assistance services for students, both individually and in groups, so that they are independent and can develop optimally, through the areas of personal guidance, social learning and career with various types of supporting services and activities based on applicable norms (Minister of Education and Culture Decree No. 025/D /2020). For this reason, before implementing the concept of guidance and counseling in elementary schools, SDN Klagensrampat also carried out various needs analyzes regarding the learning process by doing it at the beginning of registration through parent interview tests and child observations. In the concept of implementing counseling guidance, there are also instruments for implementing counseling guidance in elementary schools. This is in accordance with theory (Hanggara et al., 2018; Saputra et al., 2020). That the guidance and counseling service program is prepared based on a needs assessment or needs analysis carried out by counselors at schools. The purpose of the needs assessment is to collect sources of information regarding student needs at school by analyzing student needs which are classified into four broad categories of needs, namely those related to personal needs, social needs, learning needs and student career needs. The sources of information that have been obtained then produce information that is derived into forms, models, techniques and service strategies in accordance with the function of guidance and counseling services which will meet the development needs of self-actualization for students at school.

At SDN Klagensrampat, in its implementation, evaluating guidance and counseling at the end of the semester at SDN Klagensrampat, there have been no serious obstacles in implementing the concept of guidance and counseling, it's just that students who study at SDN Klagensrampat are students who are not capable, so it is necessary to increase students' sense of learning and self-confidence in achieving. Meanwhile, according to this evaluation, Shertzer and Stone (2016) expressed their opinion: "Evaluation consists of making systematic judgments of the relative effectiveness with which, namely, evaluation of guidance and counseling services is an effort to assess the extent to which the implementation of the program achieves the objectives that have been achieved." set. In other words, the success of the program in achieving goals is a condition that will be seen to pass.

Sumiati (2018:141) states that the discussion method is a learning method so that students can gain a variety of knowledge, views and skills. Sumiati (2018:141) The discussion method is useful for training verbal problem-solving skills and fostering a democratic attitude. That each group member has the same contribution to the group. Evaluation Teachers conduct evaluations, which have an effect on students (1) being disciplined, and (2) being responsible for their work. Students take the evaluation test at the end of the lesson in an orderly manner according to the attitude the teacher wants. Rusman (2014:114) also said that assessment of learning outcomes must be carried out seriously, objectively, thoroughly and openly so that it does not cause disappointment which will weaken the enthusiasm for learning.

The results of the researcher's observations make it possible that collaboration in learning activities at school has an influence on students' social and community life. Activities designed by the teacher in such a way will still produce the same results if the student's social community is less supportive. In the results of this research, it is possible that students who lack attention from their parents, are at home too often, and have almost no time to play at home, students tend to have negative attitudes or the same attitudes when they carry out activities outside of school. So that social society influences learning activities at school. This was also said by Vygotsky (2015:339) in Dale. H. Schunk that learning and development cannot be separated from their context. Social-community interpersonal development is not much related to student learning activities.

DISCUSSION

The implementation of counseling guidance at Klagensrampat Elementary School aims to guide and foster the learning process and character development of Paji Elementary School students, which is held or as the task of the class teacher in implementing the concept of counseling guidance at Klagensrampat Elementary School. This is also in line with the opinion of Pranoto (2016). In implementing counseling guidance at Klagensrampat Elementary School, students are also coached to develop their talents and interests, such as taking part in competitions, both academic and non-academic. This is in accordance with the statement "talents and interests must be introduced to children at an early age and always paid attention to in every development so that individuals can know what talents and interests they have mastered so that individuals can be in the process of achieving achievements from the talents and interests they have." (Santrock, 2021). Apart from that, the guardian or student affairs teacher at SDN Klagensrampat is also responsible for his students in determining further or junior high school education, providing advice, methods and outreach to their students about the further education (smp) they will take, especially in class 6. In line with his opinion. According to Artur J Jones "guidance counseling helps individuals to understand and make broad use of educational opportunities in determining their future, and the personality they have or can develop and as a systematic form through which students are helped to obtain a good adjustment to school and towards life."

CONCLUSION

The teacher takes action with group learning in steps, (1) the teacher conveys the learning objectives of the learning contract, (2) the teacher forms groups, (3) the teacher gives assignments to the group to be carried out by group members, (4) one of the groups presents the results of their discussion in front of the class (class discussion), (5) the teacher gives questions orally and is answered by students appointed by the teacher (Quiz), (6) calculation of the final score, (7) evaluation.

Guidance and counseling services at SDN Klagensrampat are useful for developing the potential of elementary school students who are currently studying at the primary level. Teachers at Klagensrampat Elementary School are also responsible for their students in determining students' interests and talents in order to provide advice, methods and outreach to their students about their interests and talents.

In the implementation of the Independent Curriculum, the role of guidance and counseling services is useful in facilitating students' potential, which is expected not only to be carried out by

guidance and counseling teachers but can also be carried out by subject teachers or other educational staff.

Humans are in the wrong place. On this occasion, there may be many errors and shortcomings in writing this research both in terms of writing and other errors. We apologize and don't forget to ask for input, suggestions, criticism, constructive responses so that this research becomes perfect. Thank You.

REFERENCES

1. Amiripour, P., Amir-Mofidi, S., & Shahvarani, A. (2014). *Scaffolding as an effective method for mathematical learning*. *Indian Journal of Science and Technology*, 5(9), 3328-3331.
2. Irmaningrum, Rizka Novi, Oriza Zativalen, and M. Arif Nurhidayat. "The Development Of A Treffinger Model Based On Hybrid Learning On The Bhineka Tunggal Ika (P5) Theme For The Fourth Grade Of Elementary School." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 15.2 (2023): 353-378.
3. Irmaningrum, R. N., Zativalen, O., & Nurhidayat, M. A. (2023). The Development Of A Treffinger Model Based On Hybrid Learning On The Bhineka Tunggal Ika (P5) Theme For The Fourth Grade Of Elementary School. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 15(2), 353-378.
4. IRMANINGRUM, Rizka Novi; ZATIVALEN, Oriza; urhidayat, M. Arif. The Development Of A Treffinger Model Based On Hybrid Learning On The Bhineka Tunggal Ika (P5) Theme For The Fourth Grade Of Elementary School. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 2023, 15.2: 353-378.
5. Madya, M.B. & Huberman, M.A. (2014). *Action Research Guide*. Jogyakarta: IKIP Yogyakarta Research Institute.
6. Rusman. (2014). *Learning Models Develop Teacher Professionalism*. Bandung: Rajagrafindo Persada.
7. Ministry of Education and Culture's Curriculum and Learning Center. (2022). *Guidance and Counseling Implementation Guide for Primary and Secondary Education Levels*. Jakarta: Ministry of Education and Culture's Curriculum and Learning Center. (Cahyani Salsabillah et al., 2021)
8. Pranato. (2016). *Evaluation of School Based Reproductive Health Education Program*. New York: McMilan Publishing Co Inc.
9. Santrock. (2021). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. . New York: PERSON.
10. Septidear, V., Thoha, M. R., & Kartini, H. (2021). *Utilization of Hand Puppet Media to Improve Storytelling Skills in Class III Students of SDN 3 Pakisaji Kab. Poor*. *Pendagogia: Journal of Basic Education*, 1(1), 1-9.
11. Sukitman. (2015). *Group Guidance Services*. Jakarta: 18 November 2022. <https://educhannel.id/blog/article/jasa-bimbingan-komunikasi.html>.
12. Sudarsih, A. (2021). *Implementation of the Discovery Learning Strategy with the Discussion Method to Improve Questioning Activities and Science Learning Outcomes for Class VI B Students at SDN 19 Cakranegara for the 2019/2020 Academic Year*. *Pendagogia: Journal of Elementary Education*, 1(2), 114-120.
13. Susilo, Herawati, et al. (2019). *Classroom Action Research: As a Means of Professional Development for Teachers and Prospective Teachers*. Malang: Bayumedia Publishing
14. Slavin, R. E. (2014). *Cooperative Learning Theory, Research, and Practice. Translation by Narulita Yusron*. Bandung: Nusa Media Publishers.

15. Wibowo, Agus. (2018). *Management of Character Education in Schools (Concepts and Implementation Practices)*. Yogyakarta: Student Library.
16. Yulia, A., Juwandani, E., & Mauliddya, D. (2020). *Cooperative learning model*. In National Seminar on Educational Sciences and Multi-Disciplines (Vol. 3)
17. Zativalen, Oriza, Rizka Novi Irmaningrum, and Asmaul Husna. "Pengaruh model pembelajaran berbasis proyek (project based learning) terhadap kreativitas mahasiswa program studi pgsd pada mata kuliah sumber dan media pembelajaran." *Elementa: Jurnal Pendidikan Guru Sekolah Dasar* 4.2 (2022).
18. Zativalen, O., Irmaningrum, R. N., & Husna, A. (2022). Pengaruh model pembelajaran berbasis proyek (project based learning) terhadap kreativitas mahasiswa program studi pgsd pada mata kuliah sumber dan media pembelajaran. *Elementa: Jurnal Pendidikan Guru Sekolah Dasar*, 4(2).