



THE ROLE OF GUIDANCE COUNSELING TEACHERS IN BUILDING STUDENTS' MORALS SUKAU MTs DARUSSOLIHIN INDRAPURA

Siti Maria Ulfa

An Nur Islamic University Lampung, Indonesia

Email : scancainsfaaza@gmail.com

Abstract: *This research aims to determine the role of the teacher in improving students at the school. This type of research is descriptive qualitative using the methods: 1. Observation, 2. Interview, 3. Documentation. The data obtained was reduced and then analyzed. The results of the analysis were obtained by the role of the teacher. The role of guidance and counseling teachers in developing students' morals is very vital in the educational context. Based on the discussion above, it can be concluded that: 1. Guidance and counseling teachers have the responsibility to accompany, guide and provide counseling to students in developing good morals. 2. They plan and implement moral development programs in schools, as well as provide solutions to problems or conflicts related to morals. 3. As role models and role models for students, guidance and counseling teachers must demonstrate good behavior and inspire students to follow in their footsteps. 4. In addition, they help students to develop an awareness of moral values and independence in choosing actions that are in accordance with the desired morals. 5. Collaboration with parents and the community is also part of their role, in order to provide the support and information needed to develop student morals. By carrying out these roles effectively, guidance and counseling teachers contribute greatly to forming the character of students who have noble and responsible morals in everyday life.*

Keywords: *Role of Counseling Guidance Teachers, Building Morals*

INTRODUCTION

Education is an effort or activity carried out deliberately, regularly and planned with the intention of changing or developing desired behavior. Schools as formal institutions are a means of achieving educational goals. Through school, students learn various things (Kurniasih & Laksono, 2020) . In formal education, learning shows positive changes so that at the final stage new skills, abilities and knowledge will be obtained. The results of the learning process are reflected in learning achievement. However, in order to achieve satisfactory learning achievements, a learning process is needed. The learning process that occurs in individuals is indeed something important, because through learning individuals get to know their environment and adapt to the environment around them (Kamijan, 2021) . According to Karwati, E and Priansa, D, "learning is a process of change in the human personality as a result of experience or interaction between the individual and the environment." By

learning, students can realize their expected ideals (Sodikin et al., 2022) .

Learning will produce changes in a person. To find out to what extent the changes have occurred, an assessment is needed. Likewise, what happens to a student who takes part in an education course is that an assessment of their learning results is always carried out. Assessment of a student's learning outcomes to determine the extent to which they have achieved learning targets is what is called learning achievement (Kurniawan, 2017) . "Learning achievement is a learning result that comes from information that has been obtained at the previous stage of the learning process." Learning achievement is something that cannot be separated from learning activities because learning activities are a process while achievement is a process of learning outcomes (Rahwati, 2019) .

Learning achievement is determined by various supporting factors, including classroom management abilities and teacher competency. Thus, teachers as learning agents must have class management skills and master competencies. "Classroom management is a teacher's skill to create a conducive learning climate and control it if disruptions occur in learning" (Rahwati, 2019) . With these classroom management skills, it is hoped that teachers can create a conducive learning situation so that students are motivated to study harder which has a positive impact on increasing their learning achievement. Teacher competency is the ability and authority of a teacher to carry out his obligations responsibly related to his teaching profession.

Competency is interpreted as a number of abilities, skills and expertise with all their authority, which then must be demonstrated by the stakeholders in order to achieve the expected goals." Because the position of teacher is a professional job, teacher competence is really needed in the teaching and learning process. The low ability of teachers to package and implement the teaching and learning process is the cause of the low quality of the learning process in schools (Hasan & Anita, 2022) . One of the success factors in learning really depends on the ability of a teacher or teacher to carry out or package the learning process so that it produces something that is in line with what is desired for educational purposes (Munandar, 2019) . Teachers are important actors who have a big influence on the learning process and outcomes, and even really determine whether students are successful or not in learning. The teacher's job is not only to convey information to students, but also to be trained as a facilitator whose job is to provide ease of learning (*facilitation of learning*) to all students, so that they can learn in a fun, happy, enthusiastic, non-anxious and open atmosphere. (Jamaludin et al., 2022) .

Starting from efforts to improve the quality of learning in schools, it is necessary to emphasize that the main educational demand is the formation of students' personalities as ideal human beings who are educated and meet the expected educational demands (Warisno & Hidayah, 2021) . For this reason, a good educational process design is needed which certainly plays an important role in shaping the good and bad of the human/student personality according to theoretical and practical measures. The still weak learning process created by a teacher/educator is the culprit behind the low quality of education in

Indonesia. A teacher is required to be able to develop a curriculum according to the characteristics of the material and students' conditions. The curriculum is continuously refined to improve the quality of education and is oriented towards the progress of the national education system, it seems that it cannot be realized optimally (Dewi, 2018) . There are still many teachers who generally use traditional methods to convey the learning process which should have been abandoned. Traditional learning strategies more often use the lecture method with students passively receiving information or rules from the teacher through memorization, listening or taking notes and in the end the learning process and atmosphere seems stiff and becomes less effective, dominated by the teacher. The learning process in primary and secondary schools still uses a lot of verbal communication, while the use of teaching aids or audio-visual equipment, films, models, and so on is very minimal.

This at least has implications for the ease of carrying out learning in the classroom and indicates the enjoyment and curiosity of students in their learning. In this way, internally, students' motivation will arise to love learning and continually train themselves to behave and be able to solve problems in the problems they face. One factor in the low quality of education in our country is due to less competent teaching staff. So that efforts to make the nation's life smarter are difficult to realize and ultimately ignorance will have an impact on poverty. For this reason, teachers as a component of education must demonstrate their quality as teaching staff who are experts in their field. Based on initial observations of PAI Subject teachers in Telukjambe Barat sub-district, Karawang Regency, conditions and facts were found that: (1) teachers paid little/no attention to class arrangement, materials, student conditions and learning facilities; (2) student learning achievement is less than satisfactory. These conditions and facts occur as a result of: (1) the teacher does not have classroom management skills; and (2) teachers lack mastery of pedagogical competence (3) students are not motivated to learn because the learning situation in class is boring and less interesting towards PAI learning.

RESEARCH METHODOLOGY

This research uses qualitative research methods *case studies* . This is intended so that the problem being focused on will be studied in more depth. The place of research was carried out at MTs Darrussolihin . The research was carried out in November 2023 . The data collection techniques used were Interview, Observation, Documentation techniques (Sugiyono, 2013) . Data Analysis Procedure : Reduced data will make it easier for researchers to collect further data. Second, data presentation . third *Conclusion Drawing/Verification*. To test the validity of qualitative data, *Triangulation and Member Check* were carried out (Moleong, 2002) .

RESULTS AND DISCUSSION

Every organization or educational institution will definitely have management, where this management is the process of regulating other people in carrying out/implementing a goal to be achieved starting from Planning

(Latifah et al., 2021) . Good planning will be achieved by considering conditions in the future in which the plans and activities that will be decided will be implemented, as well as the current period when the plans are made. Planning is an important aspect of management. The need for planning lies in the fact that humans can change the future according to their wishes. Humans must not surrender to circumstances and an uncertain future but create that future. The current situation and the efforts that will be implemented. Thus, the basic basis of planning is the ability of humans to consciously choose the alternative future they want and then direct their efforts to realize the future they choose, in this case what kind of management will be implemented, so that on that basis a plan will be realized successfully. Good (Warisno, 2019) . Organizing, Islamic teachings always encourage its adherents to do everything in a neatly organized manner, because it could be that a truth that is not neatly organized will easily be overthrown by neatly arranged falsehood.

The role of guidance and counseling teachers in developing students' morals is very important and varied. The following are several discussion points regarding this matter:

1. Personal Assistance and Guidance: Guidance and counseling teachers have an important role in providing personal assistance and guidance to students. They help students understand good moral and ethical values, as well as provide direction on behavior that is in accordance with religious and cultural norms.
2. Development of Self-Awareness: Guidance and counseling teachers help students to develop self-awareness of moral and ethical values. They help students to reflect on and understand their actions and their impact on themselves and others.
3. Moral Counseling and Education: Guidance and counseling teachers are responsible for providing moral counseling and education to students. They hold activities aimed at increasing students' understanding of moral and ethical values, as well as providing concrete examples of good and bad behavior.
4. Handling Behavioral Problems: When students face behavioral problems or moral conflicts, guidance and counseling teachers act as advisors and mediators. They help students to solve these problems in a way that is in accordance with correct moral and ethical values.
5. Building Positive Relationships: Guidance and counseling teachers strive to build positive and supportive relationships with students. They become figures who can be trusted and serve as role models in living a life of good morals.
6. Collaboration with Parents and Community: Guidance and counseling teachers also play a role in collaborating with parents and community in developing students' morals. They can provide information and advice to parents regarding moral development at home, as well as collaborating with community institutions to organize moral activities in the school environment.

7. Evaluation and Continuous Development: Guidance and counseling teachers evaluate students' moral development on a regular basis. They provide ongoing guidance to students who require special attention in improving their morals and behavior.

Thus, it can be concluded that the role of guidance and counseling teachers is very important in developing students' morals. They not only provide guidance and counseling, but also become examples and role models in living a life of good morals. The duties of a counseling teacher cover various aspects that contribute to the holistic guidance and development of students. The following are some of the main tasks carried out by counseling teachers:

1. Providing Personal Guidance and Counseling: Counseling teachers are responsible for providing guidance and counseling to students in terms of their personal, academic, and social development. They help students overcome personal, family, or academic problems that impact their well-being.
2. Managing Guidance and Counseling Programs: Counseling teachers are responsible for planning, implementing and evaluating guidance and counseling programs in schools. They design activities to suit students' needs and development, and manage programs that support their personal and academic growth.
3. Identifying Student Problems: Counseling teachers conduct observations and evaluations of students to identify the problems or special needs they face. They use a variety of tools and techniques to gather information about students, including interviews, tests, and classroom observations.
4. Provide Information and Education: Counseling teachers provide information and education to students on various topics relevant to their personal and social development. They convey information about mental health, healthy living habits, social skills development, decision making, and more.
5. Participate in Multidisciplinary Teams: Counseling teachers work collaboratively with multidisciplinary teams, including teachers, school administrators, parents, and other professionals, to provide comprehensive support to students. They collaborate in planning intervention strategies and providing necessary resources for students.
6. Building Relationships with Students and Parents: Counseling teachers form positive and trusting relationships with students and their parents. They listen with empathy, provide support, and are a source of encouragement for students in facing their life challenges.
7. Conducting Recovery and Prevention Activities: Counseling teachers engage in recovery activities for students experiencing behavioral or emotional

problems. They also carry out preventative activities to prevent problems that may arise, such as bullying, addiction, or eating disorders. By carrying out these tasks, counseling teachers play a role in helping students overcome problems and reach their full potential. They are an important source of support for students, families, and school communities in achieving educational goals and personal development.

CONCLUSION

The role of guidance and counseling teachers in developing students' morals is very vital in the educational context. Based on the discussion above, it can be concluded that: 1. Guidance and counseling teachers have the responsibility to accompany, guide and provide counseling to students in developing good morals. 2. They plan and implement moral development programs in schools, as well as provide solutions to problems or conflicts related to morals. 3. As role models and role models for students, guidance and counseling teachers must demonstrate good behavior and inspire students to follow in their footsteps. 4. In addition, they help students to develop awareness of moral values and independence in choosing actions that are in accordance with the desired morals. 5. Collaboration with parents and the community is also part of their role, in order to provide the support and information needed to develop student morals. By carrying out these roles effectively, guidance and counseling teachers contribute greatly to forming the character of students who have noble and responsible morals in everyday life.

BIBLIOGRAPHY

- Dewi, RS (2018). Teachers' Professional Abilities and Work Motivation on Primary School Teachers' Teaching Performance. *Journal of Educational Administration* , 25 (1), 150-159.
- Hasan, M., & Anita, A. (2022). IMPLEMENTATION OF ACADEMIC SUPERVISION IN IMPROVING TEACHER COMPETENCY AND PERFORMANCE AT MA AL ISHLAH NATAR AND MA MATHLAUL ANWAR CINTA MULYA. *At-Tajdid: Journal of Islamic Education and Thought* , 6 (1), 85-97.
- Jamaludin, S., Mulyasa, E., & Sukandar, A. (2022). Human Resource Management in Improving School Quality Study Description at Al-Futuhiyah IT Middle School, Karang Tengah District, Garut Regency. *Journal of Educational Sciences (ILPEN)* , 1 (2), 13-27.
- Kamijan, Y. (2021). Internal Factors and External Factors on Teacher Performance During the Covid-19 Pandemic. *Journal of Information Systems Management Economics* , 2 (5), 630-638.
- Kurniasih, S., & Laksono, SSM (2020). Discipline Analysis, Work Climate and Compensation in Improving Educator Performance. *REVITALIZATION: Journal of Management Science* , 9 (1), 75-80.
- Kurniawan, S. (2017). Development of Quality Management of Islamic Education in Madrasas. *Al-Tanzim: Journal of Islamic Education Management* , 1 (2), 25-36.
- Latifah, A., Warisno, A., & Hidayah, N. (2021). THE LEADERSHIP OF THE

- MADRASAH HEAD IN IMPROVING THE QUALITY OF GRADUATES AT MA NURUL ISLAM JATI AGUNG. *Mubtadiin Journal* , 7 (02), 70–81.
- Moleong, L. J. (2002). *Qualitative research methodology* .
- Munandar, A. (2019). Strategic Management and Quality of Islamic Education. *NUR EL-ISLAM: Journal of Religious and Social Education* , 6 (2), 73–97.
- Murtafiah, NH (2022). MANAGEMENT ANALYSIS FOR THE DEVELOPMENT OF RELIABLE AND PROFESSIONAL HUMAN RESOURCES (CASE STUDY: IAI AN NUR LAMPUNG). *Islamic Education: Journal of Islamic Education* , 10 (02).
- Rahwati, D. (2019). Implementation of the Education Quality Assurance System in Improving the Quality of Education in Elementary Schools. *Indonesian Journal of Education Management & Administration Review* , 3 (1), 13–24.
- Sugiyono, D. (2013). *Educational research methods quantitative, qualitative and R&D approaches* .
- Sodikin, H., Sukandar, A., & Setiawan, M. (2022). Management of Teacher Pedagogical Competency Development in an Effort to Improve the Quality of the PAI Learning Process. *Education: Journal of Educational Research* , 2 (1), 68–87.
- Warisno, A. (2019). Human Resource Development in Improving the Quality of Graduates at Islamic Education Institutions in the Regency. *Riayah: Social and Religious Journal* , 3 (02), 99–113.
- Warisno, A., & Hidayah, N. (2021). THE MANAGERIAL FUNCTION OF THE MADRASAH HEAD IN CREATING AN EFFECTIVE MADRASAH IN TSANAWIYAH HIDAYATUL MADRASAH MUBTADIIN JATI AGUNG DISTRICT SOUTH LAMPUNG DISTRICT . *Mubtadiin Journal* , 7 (02), 29–45.