

# The Role of Counseling Teachers in Efforts to Improve Student Achievement During the Covid-19 Pandemic

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## Abstract

Since the Covid-19 pandemic was declared by the world health organization (WHO) as a global disease, almost all sectors of life have implemented health protocols including the education sector and if distance learning continues for a prolonged period of time it can have a negative impact on children, including: students dropping out of school, decreased achievement, violence against vulnerable children occurs, student discipline decreases and learning motivation also decreases. In situations like this, the empowerment of guidance and counseling teachers is a solution in this case to answer the various problems of students during a pandemic. The research method used is qualitative. Data collection techniques using observation and interviews. The research procedure uses the Miles & Huberman model. Data analysis was carried out using Atlas.ti software version 8. The results of this study indicate that there are eight roles of counseling guidance teachers in an effort to improve student learning achievement during the pandemic, including: counseling guidance teachers acting as consultants, maximizing online mentoring, communication, flexibility in receive and provide guidance, create comfort, organize student problems, develop achievement through motivation and be creative in approaching. This role is carried out as a form of effort from the BK teacher with the aim that students maintain their learning achievement and remain productive in the midst of a pandemic.

## Keywords

pandemic, the role of counseling guidance teachers, achievements, students

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## INTRODUCTION

Education services in the school environment always try to provide the best for school residents, especially for students starting from curriculum implementation to individual student services. Among all aspects that play a role in student development and services are guidance and counseling services. The provision of guidance and counseling serves to help students get out of their problems, with the guidance and counseling services it is hoped that students can actualize themselves optimally so that they can excel both academically and non-academically. (Setiadi, M. Sholihun, & Nurma Yuwita, 2020). The functions of guidance and counseling services include providing understanding functions, distribution and placement functions, adjustment functions, prevention functions, alleviation functions, and maintenance and development functions. (Arikunto & Yuliana, 2019). Counseling teachers play a role in providing guidance to students' learning barriers, developing good character for students from home, to assisting students in developing life skills in their daily lives. The duties of BK teachers are clearly stated in Ministerial Regulation 111 of 2014 which one of the points states that the BK teacher's duties are: Optimizing the counselee's development and independence as a whole in personal, learning, social and career aspects (Permendikbud, 2014).

Since the Covid-19 pandemic has been declared by the World Health Organization (WHO) as a global disease (Cucinotta & Vanelli, 2020) almost all sectors of life implement health protocols including the education sector, Anderson (Najmuddin & Aprilianty, 2020). Many countries have locked down to lock/reduce the spread of the novel coronavirus (Brodeur, A., Clark, A., Fleche, S., & Powdthavee, 2020). This does not mean that the road to obtaining education must be cut off, thus the way for the digital world is increasingly open and makes education professionals to switch to digital-based teaching (Sathishkumar, Radha, Saravanakumar, & K. Mahalakshmi, 2020)

Education in Indonesia cannot carry out normal teaching and learning activities during the Covid-19 pandemic, schools are closed but classes remain active (Xie, 2020) by organizing distance learning (Utomo & Mahmudah, 2021). The spread of this virus throughout the world, including Indonesia, has forced the education sector to close face-to-face learning activities in schools in order to control the virus by using the COVID-19 emergency curriculum. (Haryadi & Mahmudah, 2021). The Ministry of Education and Culture says that long-term distance learning can have a negative impact on children (Mahmudah, Putra, & Wardana, 2021), Among them: students drop out of school, achievement declines, and violence against vulnerable children occurs. Not to mention that students get comments from their parents "playing cellphones, spending quota only", or "basic lazy people, working in the room all the time", and several other oblique comments that can have an impact on their learning motivation and achievement. In situations like this, children need a counselor who can help and motivate them to stay productive from home (Hidayah & Mahmudah, 2021). No matter how smart a child is, if his psychological development is disturbed, it will not have a good impact on their development and reduce their fighting power (Purwaningsih Heni, 2021). Empowerment of guidance and counseling teachers is a solution in this case to answer various problems of students during a pandemic.

Online learning at this time has become very important in supporting the educational process (Taufik, 2021), The learning that is carried out is flexible because learning can be done anywhere and from anywhere (Allam, Hassan, Mohideen, Ramlan, & Kamal, 2020). Learning in the midst of a pandemic situation, ideally is carried out by BK teachers, but it is unfortunate that there are still many students who think that BK teachers only handle students with problems. So this has an impact that they are often anxious when dealing with BK teachers, even reluctant to come to them voluntarily. Counseling teachers in their services cannot provide optimal assistance due to this assumption.

Many problems arise during distance learning that are often experienced by students, including decreased learning motivation and sometimes even loss (Prasetya & Mahmudah, 2021); their independence is not honed (Estiyani & Mahmudah, 2021); Their lack of discipline is shown by how late they are in submitting assignments as per the agreed time (Adham & Mahmudah, 2021), and not being punctual in participating in online learning; boredom in learning, academic stress, academic procrastination. Therefore, students are required to be able to control time, time management, control their learning attitude, and be independent in learning.

In contrast to the negative paradigm about the Guidance Counseling teacher above, the Guidance Counseling teacher at Madrasah Mu'allimaat Muhammadiyah Yogyakarta is not always a figure that is feared or avoided by students. Realizing his position as a motivator, facilitator, friend of students, the Guidance Counseling teacher always tries to find the comfort side of students first before moving on to other agendas. Based on the results of interviews conducted with Guidance and Counseling teachers for Madrasah Mu'allimaat Muhammadiyah Yogyakarta, it was known that various roles were carried out during the pandemic to keep students' enthusiasm and motivation in learning maintained. Starting from utilizing various online applications that can connect Guidance Counseling teachers with students and parents, maximizing online assistance for students who will enter college, becoming consultants who are ready to receive and provide guidance outside of office hours, holding regular meetings once a week. even if it's just to say hello and ask how the students are at home.

Based on the explanation of the background above, it is certainly an interesting thing to research. Therefore, researchers are interested in conducting research at Madrasah Mu'allimaat Muhammadiyah Yogyakarta to describe how the role of BK teachers in an effort to improve student learning achievement during a pandemic. The purpose of this study is to identify, explain, and describe the roles played by guidance and counseling teachers in efforts to improve student learning achievement during the pandemic

## **METHOD**

### **Design**

In this study, the researcher used a qualitative research design. Qualitative research has a main special characteristic, namely that each research process explores problems and develops a detailed understanding of a central phenomenon (Creswell John, 2015). Miles, Huberman, & Saldana (2014) argued that "qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life". Qualitative research is the umbrella for naturalistic research in social life. The reason for choosing qualitative research in this study was to explore the role of guidance and counseling teachers in improving student achievement during the covid-19 pandemic.

## Participants

The sources of information or subjects of this research, namely:

1. Guidance and counseling teacher for class VI or equivalent to class XII; and
2. Guidance and counseling teacher class II or equivalent to class VIII Madrasah Mu'allimaat Muhammadiyah Yogyakarta.

## Data Collection Guidelines

Guidelines for data collection in this study was to use an observation protocol sheet and a structured interview protocol sheet. Observation protocol sheet, which contains description and reflection. In the description column, the researcher writes down the actual events and conditions, according to the facts that occurred. While in the reflection column, a note on how the researcher reflects anything about the facts that occur at the research site, an inner conflict that is very different, very monohic. Interview protocol sheet, which contains a list of questions that have been asked by the researcher to the participants. In the interview process, the questions that have been asked are more than what the researcher has listed in the interview protocol sheet.

Table 1. Structured Interview Guidelines

No.	Question
1	<p>How big is the role of counseling guidance teachers in efforts to improve student achievement during the Pandemic?</p> <ol style="list-style-type: none"><li>a. What are the actions of the counseling teacher?</li><li>b. What is the most effective media to help the performance of guidance and counseling teachers during the Pandemic?</li><li>c. What achievements have students made during Distance Learning?</li><li>d. Is there a special pattern in handling child cases?</li><li>e. How to deal with students who often skip class?</li></ol>
2	<p>What factors affect student achievement during online learning?</p> <ol style="list-style-type: none"><li>a. Is there a difference in giving motivation to students with low motivation learning and high motivation learning?</li><li>b. As we know that guidance services individually or in groups, which one is the most effective and efficient in giving a big impact on students?</li><li>c. Compared to online and offline open consultations, which one is considered the most effective in its impact on students?</li><li>d. During the Pandemic, what was the heaviest/biggest case that counseling guidance teachers have faced and resolved?</li><li>e. Children usually ask the counseling teacher first or the counseling guidance teacher who asks them first?</li></ol>

Table 2. Observation Guide

Description
The BK teacher's room for grades 1 to 6 along with the BK coordinator is combined in 1 room.
Appointment time for interview 8.30
A comfortable and conducive room to be able to dig deeper information
Strict health protocol from Madrasas
Witness the process of guidance and consultation for Mu'allimaat students
Online consultation facilities outside of the WhatsApp, Zoom and several other applications.
BK teacher on a regular basis for class VI/XII
The BK teacher provides Counseling and Guidance in the space provided.
The BK teacher is a teacher who is highly respected and feared by all students
Many children's problems occur in class VI/XII

### Research Procedure and Data Analysis

The data analysis procedure used in this study refers to the qualitative research model Creswell (2018) consisting of six procedures. Before analyzing the data, the researcher first organized and transcribed the data and then it was time to start data analysis. The steps of data analysis used are as follows:

1. Organizing and analyzing data. Data is organized based on data collection date, data source, data type, data description, and data nature. The data were analyzed based on the results of observations and interviews.
2. Read or look at all the data. The researcher reads all the data that has been collected by paying attention to every detail of what information has been conveyed by the informant. By understanding the entire content of the data, researchers can choose or reduce which data are important, new, unique, and of course data related to the research question. The next step is for researchers to categorize or group by making friends on the data that has been selected.
3. Coding all of the data. Coding is a stage of marking the data that has been grouped. Groups of similar data are assigned the same code. The researcher uses the ATLAS.ti version 7 application, through this coding the researcher produces a new category (Mahmudah, 2021). The themes generated amounted to 7 categories.
4. Used coding process to generate a description. After coding the data and generating 7 categories, the researcher then made a brief and systematic description so that the themes found became clearer, starting from general explanations to specific ones.
5. Interrelating themes. The next step is to connect the themes, to find out if there is a connection between one theme and another.
6. Interpreting the meaning of the theme. The results of connecting the themes are then interpreted so that other people/readers can understand the findings.

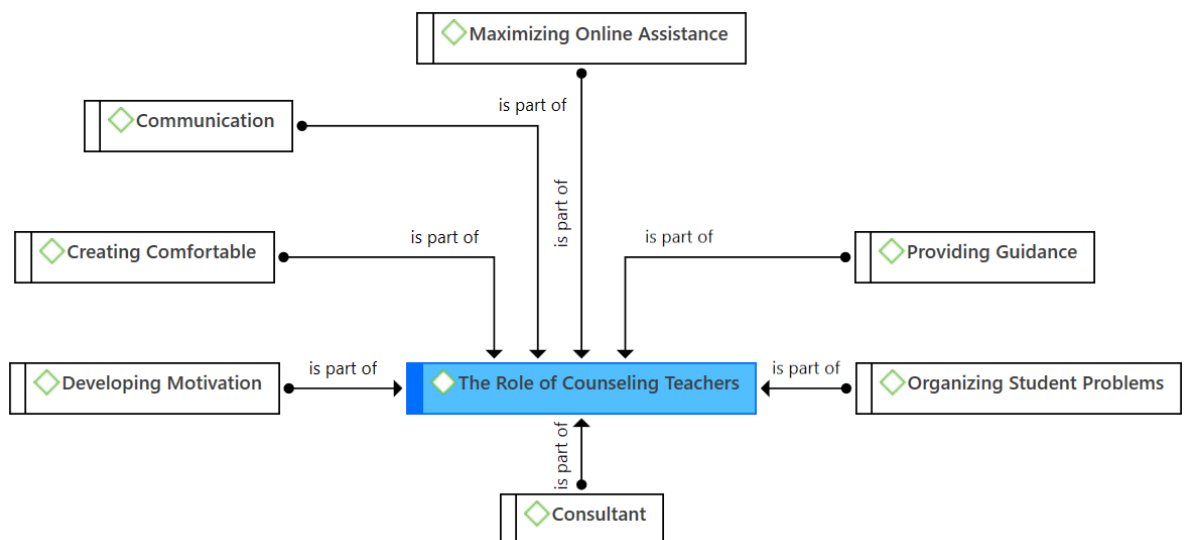
## RESULT AND DISCUSSION

Madrasah Mu'allimaat Muhammadiyah Yogyakarta is an excellent secondary-level educational institution and produces a cadre of ulama, leaders and educators as missionaries of the Muhammadiyah movement. Therefore, as carriers of the zu'ama mission, scholars and mu'allim who have expertise as pioneers, implementers and perfectionists of Muhammadiyah's business charities, this Madrasah in order to prepare "Muhammadiyah arrows" carries out various programs. There are special subjects consisting of: reading the Qur'an, Arabic and English club matriculation, lesson club, scientific writing, teaching practice, exam success program, rewards, field trips (field studies), and Muhammadiyah competency test.

Madrasah Mu'allimaat Muhammadiyah also fosters as many as 22 extracurricular activities and 10 communities to support the development of talents and interests of students. Based on observations, this school has 6 BK teachers at every level from grades 1 to 6 or grade VII Madrasah Tsanawiyah (MTs) to grade XII Madrasah Aliyah (MA). In the BK teacher's room there is an information board about guidance and counseling services, the guidance provided is in the form of personal, social, learning, career and moral guidance.

Guidance and counseling teachers have a role in solving problems or obstacles that students have, and are also responsible for developing all the potentials possessed by students. In line with this, Setiadi et al., (2020) suggested that BK teachers are counselor agents in schools to help students solve their problems. During the current pandemic, when learning from home is implemented, research findings regarding the role of BK teachers in an effort to improve student learning achievement through guidance and counseling services at Madrasah Mu'allimaat Muhammadiyah Yogyakarta will be described below:

Figure 1. Results of Data Analysis of the Role of Counseling Guidance Teachers Using Software Atlas.ti 8



Based on the results of the analysis that has been done using software, the findings of this study are seven things related to the role of counseling teachers, namely:

### **Consultant**

The counseling teacher at Madrasah Mu'allimaat Muhammadiyah Yogyakarta admitted that there was no significant difference both before and during the online consultation. Because the number of students who ask to be mentored is the same with the same consultation theme, namely preparation for entering college.

"The role of counseling guidance during the pandemic is very big. Especially at this time our students who will soon enter college, until now we are still accompanying, registration to universities, preparations for UTBK, SBMPTN, UMPTKIN, also coincides with student scholarships "

Meanwhile, the other BK teachers stated the theme of the consultation they received regarding how to manage time (Antoro & Mahmudah, 2021), finance, guidance in writing scientific papers, guidance on preparation for competitions, and motivations that can keep students productive from home.

"There is a child whose house was in Jogja yesterday, his academic achievement was good, and he won the competition. The problem of achievement actually goes back to the children again, there are those whose achievements have increased during the pandemic, won in academic and non-academic competitions, there are also children whose achievements here and there have not increased, everything goes back to their individual children, Ms. The sarpras relationship was changed, the relationship with his parents was changed, that's very important."

Add more:

"For example, the problem that we have faced is the small problem of the child having difficulty managing finances, his snacks are still extravagant."

Consultation is the right strategy for teachers to increase students' learning motivation. Likewise, consultation is something that is ideally always available to monitor students. Student-consultant program may be helpful to many faculty members, our intuition is that it may not work as well for individuals who are not willing or able to set-aside their pre-existing beliefs about pedagogy and sincerely listen to what the student consultants have to say about their teaching (Pitts & Baumgartner, 2016). Student teaching consultant program has helped student understand what achieving excellence in the classroom looks like (Luker & Morris, 2016). The various objectives regarding student consultation above become more important if schools can develop various programs to support the improvement of the quality of students. This is in line with what was conveyed by Wehbe (2019) educational consultants and teachers' perceptions on teachers' needs of professional development.

### **Maximing Online Assistance**

Eliminating face-to-face learning in class does not mean eliminating teaching and learning activities. These activities have been converted to a distance learning system or better known as an online learning system. BK teachers maximize their assistance through various platforms, establish intensive communication with both parents and students themselves. The principle used by BK teachers who have been interviewed by researchers is to use a simple application, not to spend a lot of quota, not to make it difficult for students.

“Basically, it's simple, sis, we try to use applications that save quota, don't need a lot of quota. But what I often use is WA, by phone”.

Assistance using various platforms that exist in schools is a real step developed by schools to anticipate learning loss. Learning loss is a phenomenon where a generation loses the opportunity to add knowledge because there is a delay in the teaching and learning process (Pratiwi, 2021). The importance of increasing interaction between teachers and students by using various platforms (Andriani, Subandowo, Karyono, & Gunawan, 2021), so that it can facilitate in full assistance even though it is long distance.

### **Communication**

One of the most common problems in learning conditions during a pandemic is communication. Teachers sometimes think negatively of children when they are late in collecting assignments, not attending lessons or being undisciplined in various ways. On the other hand, students have negative thoughts that teachers often give assignments without thinking about their conditions at home, there are too many demands and desires. Not to mention the negative assumptions that parents will give to teachers or to their own children.

Therefore, BK teachers should always build intense communication both to parents, students, and fellow teachers. The BK teacher checks directly when there are students who are unable to attend, are not disciplined, or are lazy to attend class. Asking parents about their children's attitude and learning development while studying from home. If it is possible to do a home visit, this will also be done.

“Just like with other BK teachers, when the child doesn't respond to the phone, chat from us, the next step is to ask parents for help so we can connect with the child, talk to the child what the problem is”

The sixth grade BK teacher also added:

“If, for example, there is a webinar the next day, then I will be reminded that the evening will be in the group, then in the morning before the activity starts, I will be reminded again.”.

Communication skills between teachers and students remotely are also important for successful learning. Teacher with good communication always make the things easier and understandable (Khan, Zia-ul-islam, Khan, & Education, 2017). Communication as an essential part of education (Anwar, 2016). Teacher is required to create the best learning environment in the classroom interaction by communicating well in the process of teaching and learning (Suharni, Atmowardoyo, & Salija, 2018). Effective communication strategies

will lead to success (Duta, Panisoara, & Panisoara, 2015). Communication is important for both parties, both teachers and students. This aims to gain agreement and mutual understanding regarding the learning process. Good communication will certainly lead to a mission.

### **Providing Guidance**

If before the pandemic BK teachers provided guidance and consulting services only during office hours, what happened during the pandemic was to provide flexible services. That is, not limited by space and time. BK teachers serve students who want guidance and consultation at any time without a specific day or time.

“we always open consultation at any time even though it is not office hours, children are free to consult for 24 hours without any limits on holidays or non-working hours. Consul is online all the time, the hours are erratic because if there are children who ask questions, they must be served”.

The COVID-19 Pandemic period is not a barrier for students to progress and excel, therefore the role of the BK teacher is always further enhanced in guiding and motivating students so that students still feel comfortable even though they are studying from home.

### **Creating Comfortable**

As a figure who always understands how children should be treated, served, guided, the thing that is most prioritized by BK teachers is to find a point of comfort for their clients. They will not move on to other topics if the child is not comfortable with them.

“the most important thing we put first is how the psychological condition of the child so that he is comfortable first”

The most memorable thing during the pandemic was that the teaching and learning process of students involved the role of parents. In the midst of the prolonged Covid-19 pandemic, parents are required to be able to create a pleasant home atmosphere for their children so that they feel comfortable while on the move and stay at home.

### **Organizing Student Problems**

Various complaints from homeroom teachers, field teachers, dormitory supervisors to musyrifah were accepted by the BK teacher and then looked for solutions and the root causes of why these students did deviant things. The steps taken are of course to check directly with the students concerned, but do not necessarily go into the topic of the problem in question, but discuss other things that make the child relax first until finally voluntarily express his feelings.

"Umi usually goes directly to the child in question, asking what the problem is, doesn't immediately highlight the problems that are made based on reports that come in from teachers, homeroom teachers, dormitory administrators and/or musyrifah, also umi communicates with parents".

### **Developing Motivation**

As smart as students are, when they experience pressure both from home and from school, it will affect their learning motivation and this has implications for their learning achievement. To deal with various problems that arise, the BK teacher at Madrasah Mu'allimaat holds meetings every Thursday for all generations with fun material content and certainly does not burden students with assignments. There is also a joint counseling agenda on every Saturday, all students are free to express their complaints, vent, interact with one another.

"We at BK have a routine agenda with children every Thursday from 1 to 3 pm, it is used for sharing, as for the material given which is just fun, there is no task. Then on Saturday we hold a joint counseling KBM, if sharing together it is only internal time that has an interest, meaning this is a vent session, if the child is good, it's best to say hello"

### **CONCLUSION**

Madrasah Mu'allimaat Muhammadiyah Yogyakarta is an excellent secondary-level educational institution and produces a cadre of ulama, leaders and educators as missionaries of the Muhammadiyah movement. This school is under the direct auspices of the Muhammadiyah Central Executive. From the results of the research that has been carried out, it can be seen that since the Covid-19 pandemic the face-to-face learning system has been transferred to an online learning system, therefore the role of BK teachers is not spared from this to make students remain productive in developing themselves both intellectually, attitude and behavior. and performance from home. The roles played by BK teachers at Madrasah Mu'allimaat Muhammadiyah Yogyakarta in an effort to improve student learning achievement during the Pandemic are: 1) consultants; 2) Maximizing online mentoring; 3) Communication; 4) Flexibility in receiving and providing guidance; 5) Creating comfort; 6) Organizing student problems; 7) Develop student achievement through motivation; 8) Creative in approaching. These various roles are carried out as a form of effort from the BK teacher at Madrasah Mu'allimaat with the aim that students remain productive even though it is done from home or online. The role of BK teachers as one of the school's efforts so that learning objectives can be achieved and still maintain learning achievement in the midst of polemics that arise as a result of current conditions (pandemic).

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