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Cooperation Between Counseling courses Teachers And teachers in Helping Students' Learning Activities

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Abstract:

Based on observations, the impression that the cooperation between teachers with subject teachers BK has not run its full potential in other words are still low. It is feared to affect the learning activities of students, because teachers are that factors that can in helping students learn activities. This research aims to describe collaboration between BK teachers with subject teachers in helping students' learning activities. The research is a type of quantitative research, as for the design of this study using a descriptive approach, the descriptive approach to describe a systematic, faktual facts and specific populations or try to describe the phenomenon in detail what it is. The study population was all teachers in junior UNP Development Lab Padang, amounting to 38 people, with samples taken at sampling saturation. The instrument used was a questionnaire likert scala model. The percentage of data analysis techniques. The results of this study concluded that there cooperation between teachers BK subjects with teachers in helping students learning activities, with scores generally in the achievement of 76.52% of respondents in the medium category. Given the results of this research is expected, so that teachers and subject teachers BK to re-evaluate program activities to be carried out and trying to create a harmonious relationship within the task.

Keywords: Cooperation, Teacher, Learning, Activities

INTRODUCTION

Education is essentially a conscious effort aimed at developing the personality and potentials within individuals concerning their interests, talents and abilities that lasts a lifetime. The educational process can be pursued through various techniques and methods according to the needs of students. To meet the needs of students, learning activities are carried out which

usually develop learning activities, so that students can achieve good and beneficial learning outcomes. Therefore, the success of the learning process in the classroom can not be separated from the collaborative efforts between the guidance counselor and the subject teachers and other school personnel.

In the Code of Ethics for Indonesian Teachers, it is clearly written that (Soetjipto, Rafli 2007:49-51): *devoted teachers guide students to form a complete Indonesian person who has the spirit of Pancasila*. This basis contains several principles that must be understood by a teacher in carrying out their daily duties, namely: the purpose of national education, guiding principles, and the principle of forming a complete Indonesian person. Teachers in educating should not only prioritize knowledge or intellectual development, but must also pay attention to the development of all personal students, both physically, spiritually, socially and others in accordance with the nature of education. This is intended so that students will eventually be able to become human beings who are able to face the challenges in their lives as adults. For this reason, guidance and counseling services are very necessary.

The implementation of guidance and counseling services in schools is the main task of BK teachers in schools. In this case, BK teachers must be able to develop and implement them in accordance with their control function as the person in charge of guidance and counseling services in schools, one of the tasks that need to be developed is that BK teachers must be able to work together with other school personnel, especially subject teachers to obtain various information. about the problems experienced by students and what students need, with the cooperation between the guidance counselor and subject teachers, it can help the counseling teacher to overcome student problems in the learning process and in everyday life.

With regard to the teacher's role as a learning director, the teacher will always try to grow, maintain, and increase students' motivation to learn. In this regard, the teacher has a function as a motivator in the whole learning process. As a learning director, the teacher also functions as a guidance teacher. For this reason, Surya in Tohirin (2007:7) states that teachers must be able to: (1) recognize and understand each student both as individuals and groups, (2) provide various information needed in the learning process, (3) provide adequate opportunities so that each students can learn according to their personal characteristics, (4) help (guide) each student in overcoming the problems they face, and (5) assess student success. From this statement it can be interpreted that the teacher is an educator who is assigned to help a number of students to develop their potential.

Teachers are human beings who can make mistakes, which also causes difficulties when dealing with students. Teacher behavior can basically affect learning success, for example, an authoritarian teacher will create a tense atmosphere, teacher-student relationships become stiff, students' openness to express difficulties in connection with the lesson is limited (Soetjipto and Rafli Kosasi, 2007: 108). This can have a negative impact on students, where students are not serious and indifferent to follow the teaching and learning process provided by subject teachers as well as guidance and counseling services provided by BK teachers.

The phenomena that occur include; students often violate the rules for disobeying school rules, for example, students often withdraw and do not attend school, come late to school, are indifferent to the subject matter given by the teacher, the cooperation between BK teachers and subject teachers has not run optimally, for example, subject teachers still give time for BK teachers to call students when students are following the teaching and learning process in the context of individual counseling activities to overcome student problems, subject teachers have not provided information to BK teachers related to students who are slow in accepting the subjects they teach, but provide information to BK teachers related to violations committed by students for not complying with school regulations.

In line with these problems, cooperation between BK teachers and school personnel is highly expected, especially subject teachers in assisting the implementation of guidance and

counseling activities, so that students can develop optimally in helping student learning activities at school. This situation can be seen in the handling of problems experienced by students, where students still commit violations of not obeying school regulations even though the students have been given guidance and counseling services by the BK teacher. Likewise with subject teachers who have not played an active role in helping BK teachers collect information and follow up on students who have been given guidance and counseling services by BK teachers. In line with this, the subject teacher simply submits the students to the BK teacher to solve the problems experienced by the students without following up on the problem. Therefore, no matter how small the problems experienced by students should not be left alone, for that cooperation between BK teachers and subject teachers is highly expected to help students' problems. The purpose of this study was to describe how the cooperation between BK teachers and subject teachers in helping students' learning activities.

Understanding Teachers

Teachers are a profession. Before he worked as a teacher, he was first educated in a teaching institution. In these educational institutions, he not only learns science or the field of study to be taught, science and learning methods, but is also fostered to have a personality as a teacher. As professional educators, teachers are not only required to carry out their duties professionally, but also have professional knowledge and abilities (M. Sobry Sutikno 2009:43). In line with that in Law no. 14 of 2005 on teachers and lecturers Article 1 describes "teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education and secondary education"

Understanding BK teacher

teacher Counseling (BK) is an educator who is assigned to help students cope with the problems they experienced both within the school and outside the school environment. This is in accordance with the Decree of the Minister of Education and Culture and the Head of BAKN No. 0433/1993 and No. 25 of 2003 concerning the instructions for implementing the functional positions of teachers and their credit points. Article 1 point (a) states that BK teachers are teachers who have duties, responsibilities, authorities, and full rights in guidance and counseling activities for a number of students. From this statement it can be interpreted that the BK teacher is an educator who is assigned to help a number of students.

In line with this, Prayitno, et al (1997:189-190) stated in more detail about the duties of BK teachers, among others; a) promote guidance and counseling services, b) plan guidance and counseling programs, c) carry out all programs of guidance and counseling service units, d) carry out all programs of supporting activities for guidance and counseling, d) assess the process and results of implementing service units and supporting activities guidance and counseling, e) analyzing the results of the assessment of services and supporting activities of guidance and counseling, f) carrying out follow-up activities based on the results of the assessment of the services of supporting activities for guidance and counseling, g) administering the activities of the service unit and supporting activities of guidance and counseling it carries out, h) be responsible for their duties and activities in the guidance and counseling service as a whole to the guidance and counseling coordinator.

Understanding Subject Teachers (Mapel Teachers) Subject teachers

are educators who are assigned and responsible for educating, and teaching students, so that they can develop optimally. In line with this, according to A. Muri Yusuf (1995: 86) subject teachers are the people who have the most direct contact with students at school than BK teachers, they can observe and pay attention to the condition of students during teaching and

learning interactions achieved by students, so that guidance officers can use subject teachers as (1) the first contact between students and their supervisors, (2) the implementation of career education that can be done through teaching given to students, along with the field of study they teach, (3) discovering students' initial potential, and (4) the transfer agent of students to the supervising teacher at the school. From this explanation, it can be interpreted that the subject teacher is a teacher whose time is more in contact with students.

In line with this, Dewa Ketut Sukardi (2008:90) states that subject teachers are teaching implementers and are responsible for providing information about students for guidance and counseling purposes. Thus, subject teachers are needed to help BK teachers overcome student problems at school and outside school. From several definitions of subject teachers described by experts, it can be concluded that subject teachers are teaching implementers who have the most direct contact with students, so that they are responsible for providing information about students experienced by students according to the subjects being taught compared to the supervising teacher.

In addition, Riska Ahmad (1986:109-110) states that the role of subject teachers in carrying out guidance and counseling activities is: a) actively participate in assisting the implementation of activities, b) provide information about students to the guidance and counseling staff, c) provide instructional services (teaching), d) providing information to students, e) examining the difficulties and progress of students, f) assessing the results of student learning progress, g) establishing relationships with parents of students, h) working with educational counselors in collecting student data and identifying problems, i) help solve student problems, j) send/reflect student problems that cannot be resolved to the education counselor, k) identify, channel and foster student talents.

Cooperation between BK Teachers and Subject Teachers in Assisting Student Learning Activities

According to Prayitno (1996:39) cooperation between BK teachers and subject teachers in the implementation of guidance and counseling activities, among others: a) supervising teachers develop good attitudes and study habits, so that each student can be fully active and obtain the highest results in each lesson, b) subject teachers provide student data to the supervising teacher which can be used as material to develop student attitudes and habits, c) supervising teachers with subject teachers in different ways. what can be done in the classroom to improve student activities following lessons, d) supervising teachers encourage and train to develop and apply learning technical skills such as skills in taking notes on the material being described by the teacher, asking and answering teacher questions, doing homework, summarizing written material, write papers, preparing for tests and other exams, e) subject teachers encourage and provide opportunities for students who need guidance to meet and get services from supervising teachers, f) supervising teachers help subject teachers assist in planning, preparing and implementing remedial teaching and programs for students, g) in case conferences the subject teacher helps the supervising teacher provide information and possible ways to solve the cases being discussed, h) the subject teacher participates in keeping cases or data about students confidential which are not worthy of being known by others.

In line with this, Prayitno (1996:39) explains that the collaboration between BK teachers and subject teachers in the implementation of guidance and counseling activities includes:

1. The supervising teacher develops good study attitudes and habits, so that each student can be fully active and obtain the highest results in each lesson.
2. Subject teachers provide student data to the supervising teacher which can be used as material to develop student attitudes and habits. These data include: (a). values and

student learning outcomes in subjects. (b). information about student problems regarding the subject and other student problems.

3. Supervising teachers with subject teachers in ways that can be done in the classroom to improve student activities following lessons.
4. Supervising teachers encourage and train to develop and apply learning technical skills such as the skills to record the material being described by the teacher, ask and answer teacher questions, do homework, how to summarize written material, make papers, prepare for tests and other exams.
5. Subject teachers encourage and provide opportunities for students who need guidance to meet and get services from tutors.
6. Supervising teachers assist subject teachers in planning, preparing and implementing remedial teaching and programs for students.
7. In case conferences, the subject teacher helps the supervising teacher provide information and possible ways of solving the case being discussed.
8. Subject teachers also keep cases or data about students confidential that are not worthy of being known by others.

Based on several expert explanations about the duties and roles of subject teachers in assisting BK teachers in student learning activities, it is illustrated that subject teachers play a role in helping students obtain guidance and counseling services by transferring the hands of students who need help to overcome problems in learning activities and accept transfers. the hands of counseling guidance teachers, as well as providing opportunities and making it easier for students to obtain counseling guidance services in the context of achieving optimal student potential development and achieving maximum educational goals. Thus, the cooperation between BK teachers and subject teachers in assisting student learning activities is highly expected so that these students can develop their potential.

RESEARCH METHODOLOGY

This type of research is quantitative research, while the design of this research using a descriptive approach is intended to describe the collaboration between BK teachers and subject teachers in increasing student motivation in learning at SMP Pembangunan Lab UNP. The population of this study were all teachers of SMP Development Lab UNP, totaling 36 subject teachers and 2 BK teachers. Based on a relatively small population (less than 100), the sample of this study was determined by the total population, namely the researcher took the entire population of 38 teachers as the research sample. Sampling in this study used *a saturated sampling technique*, this is in accordance with the opinion of Sugiyono (2006:124) where the sampling technique when all members of the population are used then uses *a saturated sampling technique*.

RESULT AND DISCUSSION

In general, the cooperation between BK teachers and subject teachers in assisting student learning activities includes; the lowest score was 42, the highest score was 180, the ideal score was 180, the total score was 4629, and the indicator average score was 128.3, with the respondent's achievement level of 71.27% and a standard deviation of 41.82. This shows that the cooperation between BK teachers and subject teachers in helping student learning activities is in the medium category.

In line with this, according to Mamat Supriatna (2011:107) that BK / Counselor teachers collaborate with teachers in the field of study, is one of the process activities that help superior students to enrich their learning, help normal students (normal learning achievements) to improve their learning outcomes. learning achievement, and helping students who are asor

(below average learning achievement) to overcome their learning difficulties. From this statement, it can be interpreted that collaboration between BK teachers and field of study teachers is expected to help provide information and overcome student learning difficulties, so that students are motivated to develop their potential.

The results of the summary description of the collaboration between BK teachers and subject teachers in student learning activities can be seen in the following table:

Table 1. Distribution of the frequency of collaboration between BK teachers and Mapelteachers

No	Cooperation indicator	N	Score							Des
			Min	Max	Ideal	Total	Average	% Average	SD	
1	BK teacher with Mapel teacher in helping student learning activities	2	140	162	185	302	151	81.62	15.56	T
2	Maple teacher with BK teacher in helping student learning activities	36	42	180	180	4629	128.3	71.27	41.82	S
3	Total	38	182	342	365	4931	279.3	76.52	42.38	S

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion of the research results that have been raised, it can be concluded that from the results of the descriptive data analysis, it is explained that: In general, the cooperation between BK teachers and subject teachers in assisting student learning activities, among others; the lowest score was 42, the highest score was 180, the ideal score was 180, the total score was 4629, and the indicator average score was 128.3, with the respondent's achievement level of 71.27% and a standard deviation of 41.82. This shows that the cooperation between BK teachers and subject teachers in helping student learning activities is in the medium category.

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