

AN ANALYSIS OF SUBJECT TEACHERS' PERSPECTIVES ON GUIDANCE AND COUNSELLING

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Abstract: The aim of this survey research is to provide important information about the importance of understanding and implementing guidance and counseling for subject teachers or field teachers. The qualitative research method uses surveys via the Google Form application to subject/field teachers. Respondents in this survey were subject/field teachers in Indonesia and the survey instrument was provided through collaboration between lecturers in some provinces in Indonesia. The results of this survey research concluded: (1) Subject Teachers have a very good perspective in understanding the principles of guidance and counseling as the basis of the learning process and experience in providing guidance and counseling services, (2) Subject Teachers have a very good perspective in the receiving additional assignments to be guidance and counseling teacher, providing information in guidance and counseling services. They do not agree that guidance and counseling is not the job of subject teachers. They believe that guidance and counseling services in each school are running optimally, and they also believe that the problem of learning difficulties is the task of subject teachers, and (3) more than half of respondents said that students' learning difficulties were handed over to guidance and counseling teachers. Recommendations from the results of this survey are conveyed to all related parties (Education Service, School Supervisors, and LPTK (Higher Teacher Education Institutions) which must be able to strengthen the importance of guidance and counseling for subject teachers in their role as guides in the teaching and learning process and providing guidance services. and counseling for students who have difficulty in learning.

Keywords: Guidance and Counseling; Subject Teachers; Education Process; Implementation of Guidance and Counseling Services.

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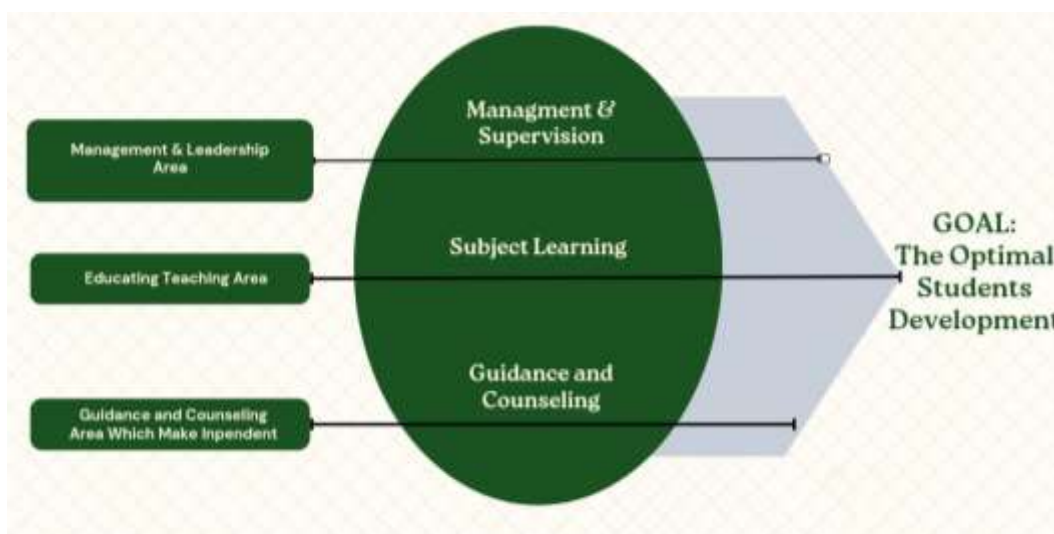


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INTRODUCTION

Guidance and counselling are essential components of the educational process in Indonesia and numerous South-east Asian nations, including Singapore, Malaysia, and Thailand. Counselling services are an essential component of offering education in schools (Amat. 2019; Sutirna, 2019; Sutirna, 2021; Sutirna & Musa, 2023; Wardhani, 2008). Thus, the presence of advice and counselling services in every school cannot be overlooked; nevertheless, the reality in the field is that there are still schools that do not recognise the importance of guidance and counselling services.

The basis that enhances the implementation of advice and counselling in Indonesia is provided in Minister of Education and Culture Regulation number 111/2014 regarding Guidance and Counselling in Basic Education and Secondary Education, which stipulates that Guidance and Counseling as an integral part of the education program, is an effort to facilitate and make students independent in order to achieve good development which is intact and optimal. It is further explained that Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort carried out by counselors or Guidance and Counseling teachers to facilitate the development of students in achieving independence in their lives. (Hidayah et al., 2022).



Picture.1 . Position of Guidance and Councelling in Teaching and Learning Process (ABKIN, 2008)

If we relate to the current implementation of the Merdeka Curriculum, the role of guidance and counseling services in the Merdeka Curriculum 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/educating staff.

There are four service areas, namely personal, social, career and academic (study). Based on the main tasks and functions, the personal, social and career fields are part of the guidance and counseling teacher, while the academic field (difficulty learning subject matter) is the task of the subject teacher.

Then problems in the aspect of difficulty learning subject matter, for example difficulty learning mathematics, on average subject teachers hand it over to guidance and counseling teachers, this most likely will not solve the problem, because guidance and counseling teachers will not be capable of mathematics material. Therefore, it is necessary to understand the role of subject teachers in guidance counseling, especially in the aspect of students' difficulties in subject matter. Thus providing an understanding of guidance and counseling to subject teachers is very necessary (Sutirna; & Musa, 2023).

Subject teachers generally have three roles that must be carried out, namely the role of educator, teacher and guide. However, there are only two roles that are often carried out by subject teachers, namely the role of educator and instructor, while the role of mentor is often neglected due to the wrong mindset or paradigm, namely the supervisor's job is to be a guidance and counseling teacher so that students who have difficulty learning the subject matter are recommended to guidance and counseling teacher. This is what needs to be as optimally enlightened as possible from guidance and counseling experts, so that the role as a guide for subject teachers can be understood. Indeed.com says that the role of a teacher is an effective strategy to bring greater functionality to the profession. As the role of a teacher evolves, school structure is also changing rapidly. Differentiating the role of a teacher is an effective strategy to bring greater functionality to this profession. (indeed.com, 2024)

Then, when it comes to difficulty learning subject matter, such as mathematics, subject teachers typically delegate it to guidance and counselling teachers. However, this is unlikely to solve the problem because guidance and counselling teachers are not capable of teaching mathematics. As a result, understanding the role of topic teachers in guidance counselling is critical, particularly in terms of students' issues with the subject matter. Thus, subject teachers must have a thorough understanding of guidance and counselling. (Sutirna & Musa, 2023).

Subject teachers generally have three roles that must be carried out, namely the role of educator, teacher and guide. However, there are only two roles that are often carried out by subject teachers, namely the role of educator and instructor, while the role of mentor is often neglected due to the wrong mindset or paradigm, namely the supervisor's job is to be a guidance and counseling teacher so that students who have difficulty learning the subject matter are recommended to guidance and counseling teacher. This is what needs to be as optimally enlightened as possible from guidance and counseling experts, so that the role as a guide for subject teachers can be understood. Indeed.com said that the role of a teacher is an effective strategy to bring greater functionality to the profession. As the role of a teacher evolves, school structure is also changing rapidly. Differentiating the role of a teacher is an effective strategy to bring greater functionality to this profession (indeed.com, 2024)

Sukriti Sen (2019) mentioned that teachers play a very important role in a student's life. As a teacher, one must bring out the best in students and inspire them to strive for

greatness. Students are considered as the future of the nation and humankind, and a teacher is believed to be a credible guide for their advancement. Not only do they guide students in academics or extracurricular activities, but teachers are also responsible for shaping a child's future, making him/her a better human being. A teacher imparts knowledge, good values, tradition, modern-day challenges and ways to resolve them within students. A good teacher is an asset to the students. Sen (2019) also mentioned that students need to be guided to pick the best career that suits their talent, skill and give them the best platform to expose themselves without any inhibition.

Sunaryo Kartadinata, former Chancellor of the Indonesian University of Education and currently serving as Ambassador of the Republic of Indonesia to Uzbekistan and Kyrgyzstan, said that a teacher has three roles that must be carried out synergistically, namely the role of teacher (curricular), class administrator (administrative), and supervisor (student affairs). When teachers only carry out curricular and administrative areas and leave the field of guidance, it will create students but weak in the psychosocial area. (Kartadinata, 2012; Sutirna, 2020; Sutirna et al., 2023)

What are the perspectives or views of subject teachers throughout Indonesia to date regarding guidance and counseling services? In this case, many lecturers and students have conducted research on subject teachers' perceptions of guidance and counseling. However, ongoing research is still needed so that subject teachers will understand more about guidance and counseling based on the results of this research. Therefore, the aim of this research is to find out a more in-depth perspective on guidance and counseling from subject teachers seen from indicators (1) the process of observing or sensing subject teachers, (2) the process of managing information about guidance and counseling, (3) the process of interpreting guidance and counseling, (4) the process of concluding or evaluating subject teachers regarding guidance and counseling so that the results of previous research will have stronger significance in the subject teachers' role as guides in their main duties and functions.

METHOD

This research used a descriptive qualitative approach through a survey research method of teachers in subjects/fields of study across provinces throughout Indonesia as research subjects. Respondents were taken based on provincial areas in the Unitary State of the Republic of Indonesia through survey collaboration with lecturers, namely:

Table 1. Data Dosen Berkolaborasi dalam Survei

No	Province	Lecturers	Institution
1.	Riau	Dr. Ramdhan Witarsa, M.Pd.	Universitas Pahlawan Tuanku Tambusai Ria
2.	Palembang	Dwi Oktisari, M.Si.	Universitas Sjakhyakirti Palembang Sumatera Selatan
3.	Kalimantan Barat	Dr. H. Hidayat Maruf	Universitas Islam Negeri Antasari

			Banjarmasin Kalimantan Tengah
4.	Gorontalo	Prof. Abdul Rahmat	Universitas Negeri Gorontalo
5.	Sulawesi Tengah	Dr. Ahmad, M.Pd.I	Universitas Alkhairaat Poso Sulawesi Tengah
6.	DKI Jakarta	Dr. Suprananto, M.Ed.	Universitas Singaperbangsa Karawang
7.	Jawa Barat	Prof. Dr. H. Sutirna, M.Pd.	Universitas Singaperbangsa Karawang
8	Jawa Barat	Evi Susanti, M.Pd.	IKIP Siliwangi Bandung
9	Jawa Barat	Dr. Yaya Sunarya	UPI Bandung
10	Jawa Barat	Dr. Sudjani	UPI Bandung
11	Jawa Tengah	Riswoto, M.Pd.	SKB Poerwokerto
12	DI Yogyakarta	Prof. Muhamad Nur W	UNY Yogyakarta
13	Nusa Tenggara Timur	I Gusti Y. Sette, M.Si.	IAKN Kupang

The instrument used is a questionnaire/questionnaire via Google Form. Before the questionnaire is distributed, construct and content validity tests are carried out by lecturers who have linguistic disciplines and guidance and counseling experts.

Table 2. Lists of Validators of Survey instruments to measure the validity and the reliability

No	Nama	Lecturers	Note
1.	Dr. Ramdhan Witarsa, M.Pd.	Universitas Pahlawan Tuanku Tambusai Riau	Valid Instrument
2.	Dr. H. Hidayat Maruf	UIN Antasari Banjarmasin	Valid Instrument
3.	Dr. Ahmad	Universitas Al- Khairaat Palu Sulawesi Tengah	Valid Instrument

Data processing from survey results is based on respondents' answer choices which are converted into Likert scale criteria with positive and negative question/statement categories.

Table 3. Likert scora scale for the respondents' answer

Positive	Kriteria	Negative
5	Very Agree	1
4	Agree	2
3	Quite Agree	3
2	Disagree	4
1	Very disagree	5

Next, after the answers have been converted, they are added up as a total score and the percentage for each question/statement is calculated using the following formula:

$$\text{Percentage of the answer} = \frac{\text{Total score}}{\text{Highest Score in Likert}} \times 100\%$$

The final step after the percentage value is known and converted into a percentage criteria table to be used as discussion material in this research. The percentage criteria were as follows:

Table 4. Survey percentage criteria

Interval Percentage	Criteria
80% s.d 100%	Very Good
60% s.d 79,99%	Good
40% s.d 59,99%	Enough
20% s.d 39,99%	Not Good
0% s.d 19,99%	Very Bad

RESULT AND DISCUSSION

Research results

The research results were taken from respondents' answers via Google Form from January 5 to January 31 2024 regarding the perspectives of teachers in subjects/fields of study throughout Indonesia. Please note the following table:

Table 4. Results of Respondents' Answers regarding Guidance and Counseling from the Perspective of Subject Teachers throughout Indonesia

Analysis Component	Statement									
	1*	2*	3*	4*	5*	6*	7*	8*	9*	10*
Very agree	167	65	52	99	72	100	40	21	36	79
Agree	133	138	106	173	175	174	75	65	149	173
Quite Agree	5	45	33	25	42	24	49	34	76	30
Do not agree	1	48	107	9	17	9	125	166	41	19
Very disagree	1	11	9	1	1	0	18	21	5	6

Analysis Component	Statement									
	1*	2*	3*	4*	5*	6*	7*	8*	9*	10*
Total	307	307	307	307	307	307	307	307	307	307
Total Score	1385	1119	836	1281	1221	1286	927	1022	1091	1221
Highest Score	1535	1535	1535	1535	1535	1535	1535	1535	1535	1535
Lowest Score	307	307	307	307	307	307	307	307	307	307
Percentage	90,23	72,90	54,46	83,45	79,54	83,78	60,39	66,58	71,07	79,54
Criteria	Very Good	Good	Enough	Very Good	Good	Very Good	Good	Good	Good	Good

NOTE

1*: *Paying attention to the influence of developments in science and technology, subject teachers should know and understand the principles of guidance and counseling services as a basis for the learning process. (+)*

2*: *Taking into account the insufficient number of guidance and counseling teachers in each school, subject teachers can be given additional duties as guidance and counseling teachers. (+)*

3*: *Based on the basic concept of guidance and counseling services, there are 4 areas, namely personal, social, career, and academic/learning/learning difficulties. If there are students experiencing learning difficulties (for example: mathematics, physics, English, etc.). This is handed over directly to the guidance and counseling teacher. (-)*

4*: *Subject teachers should be involved or collaborate in the process of organizing the provision of guidance and counseling services. (+)*

5*: *Subject teachers should be involved in the process of selecting information in providing guidance and counseling services. (+)*

6*: *Subject teachers should have experience in providing guidance and counseling services, especially in the academic field (difficulty learning subject matter)(+)*

7*: *Guidance and counseling is not the subject teacher's job (-)*

8*: *Subject teachers are only tasked with teaching according to their scientific discipline, do not participate in the guidance and counseling service process. (-)*

9*: *The process of guidance and counseling services in schools is running optimally. (+)*

10*: *Subject teacher as academic/learning/learning difficulties guide in subject matter. (+)*

Discussion of survey results is based on questions/statements submitted to respondents. A detailed discussion can be seen in the following description:

1. Paying attention to the influence of developments in science and technology, subject teachers should know and understand the principles of guidance and counseling services as a basis for the learning process.

The existence of science and technology cannot be stopped, because not a single activity in the world can be separated from technology. This is very different from ancient times, where to dominate the world required physical strength, but nowadays to dominate the world requires science and technology. What about the world of education as a maker of a nation's future? Are the world of developments in science and technology very influential or significant in preparing the next generation? The answer will definitely have an impact on your present and future life. Muhamad Surya said that one of the criteria for a professional teacher is mastering information and technology (Surya, 2014).

Education will have a lot of to do with Teachers or Lecturers, talking about Teachers and Lecturers is definitely related to the implementation of teaching and guidance. The implementation of teaching by teachers or lecturers is not something new so far because it is a routine task that must be carried out, as is the implementation of guidance for students. However, until now in Indonesia, subject teachers or field teachers have not fully understood that guidance and counseling services are a role that must be carried out during the teaching and learning process. Thus, it is necessary to provide enlightenment to subject teachers to understand guidance and counseling services for subject teachers, this is in line with the results of a perspective survey regarding subject teachers should know and understand the principles of guidance and counseling services as a basis for the learning process.

Table 6. Survey results about the influence of Tehnology development, Teachers are supposed to know and understand the concepts of guidance and coucelling services as the foundation of teaching and learning process.

Pilihan	Frekuensi	Persentase
Very agree	167	54,40
Agree	133	43,32
Neutral	5	1,63
Disagree	1	0,33
Very disagree	1	0,33

Based on the survey results, it turns out that when subject teachers are required to understand integrated guidance and counseling services during the teaching and learning process in the era of development of science and technology, their perspective or opinion said "Strongly Agree" as many as 167 people or 54.40% and "Agree" as many as 133 people or 43.32%. From this data we can draw a common thread that understanding guidance and counseling for subject teachers is very important. (Janawi, 2019; Othman, 1999; Rahman et al., 2013; Sutirna, 2019; Sutirna, 2020). This is supported by the average percentage results for respondents' answers of 90.23%, meaning it is included in the Very Good Category for the level of perspective of subject teachers in understanding the principles of guidance and counseling services.

2. Taking into account the insufficient number of guidance and counseling teachers in each school, subject teachers can be given additional duties as guidance and counseling teachers.

The results of the analysis of the Indonesian Guidance and Counseling Association (ABKIN) presented by Mujiatna as Chair II of ABKIN at the General Hearing Meeting (RDPU) of Commission one BK teacher is assumed to handle 150 students. If there are 45 million students divided by 150 guidance and counseling teachers, Indonesia should have 300 thousand guidance and counseling teachers. Meanwhile, we only have 58 thousand BK teachers. This means that the assumed shortage of guidance and counseling teachers is 242 thousand. (Mujiatna, 2023), (Aulia, 2013)

The problem with the solution to the above is, is it permissible for subject teachers to be given additional duties as guidance and counseling service teachers? This is a dilemma for school managers, both public and private schools, because on the one hand, guidance and counseling services are required as part of the educational process, on the other hand there is a requirement that they must be professional in their duties, meaning academic qualifications with the discipline of guidance and counseling. What do subject teachers throughout Indonesia think about this?

The results of the survey of respondents stated that 21.17% strongly agreed that subject teachers should be given additional duties as guidance and counseling service teachers, 44.95% said they agreed, and 14.66% said they quite agreed.

Table 7. Survey Results Taking into account the insufficient number of guidance and counseling teachers in each school, subject teachers can be given additional duties as guidance and counseling teachers

Choices	Frequences	Percentage
Very agree	65	21,17
Agree	138	44,95
Quite Agree	45	14,66
Disagree	48	15,64
Very disagree	11	3,58

Paying attention to the survey results which stated that they strongly agree, agree, and quite agree provide information that subject teachers can be given additional duties as guidance and counseling teachers due to shortages in the school, therefore in education prospective teachers are required to be given guidance and counseling courses as basic materials when given additional duties as a guidance and counseling teacher. However, for this survey, there were still 15.64% who disagreed and 3.58% who strongly disagreed. Thus, it is necessary to provide an explanation in an activity that provides enlightenment for subject/field of study teachers regarding the additional role of being a guidance and counseling service teacher. This can be done by Supervisors of Schools, Colleges, and District/City Guidance and Counseling Associations in the form of seminars or workshops.

- 3. Based on the basic concept of guidance and counseling services, there are 4 areas, namely personal, social, career, and academic/learning/learning difficulties. If there are students experiencing learning difficulties (for example: mathematics, physics, English, etc.). This is handed over directly to the guidance and counseling teacher.**

The problem of the wrong perception of some subject teachers regarding their role as mentors has been going on for a very long time, this is strengthened by experience when they were Mathematics subject teachers in junior high schools and the results of research on Islamic Religious Education subject teachers showed that students had

learning difficulties. Study material is submitted or recommended to the guidance and counseling service teacher (Sutirna, 2017). This is also reinforced by research results which show that subject teachers have a role as mentors who greatly influence the success of guidance and counseling services in schools (Paramita, 2014).

Subject teachers' mistaken perception of their role as academic advisors, especially providing guidance on difficulties in learning lesson material, is part of their duties. This is indicated by the survey results, where more than half (62.22%) stated that they strongly agree, agree and quite agree that they are recommended to go directly to the guidance and counseling teacher if they find that there are students who have difficulty learning the subject matter and less than half (37.7 %) stated that they did not agree and strongly disagreed and submitted it to the guidance and counseling teacher.

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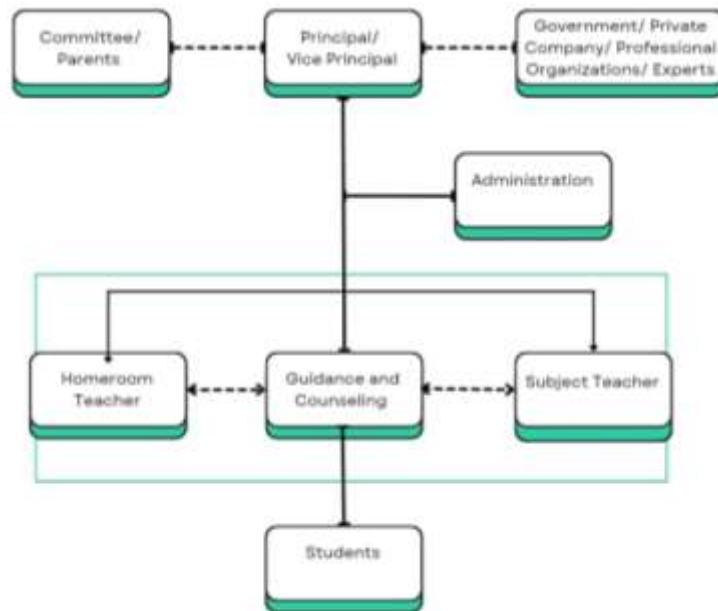
Table 8. Survey Results regarding the basic concept of guidance and counseling services in 4 areas, namely personal, social, career, and academic/learning/learning difficulties. If there are students experiencing learning difficulties (for example: mathematics, physics, English, etc.). This is handed over directly to the guidance and counseling teacher.

Choices	Frequence	Percentage
Very Agree	52	16,94
Agree	106	34,53
Quite Agree	33	10,75
Disagree	107	34,85
Very disagree	9	2,93

Thus, the results of this survey must be of serious concern to all relevant parties, because understanding the basic concepts of guidance and counseling for subject teachers is very important to create quality learning and it is very likely that if the problem of learning difficulties with subject matter is handed over directly to the guidance and counseling teacher, it will not will solve the problems faced by students.

4. Subject teachers should be involved or collaborate in the process of organizing the provision of guidance and counseling services.

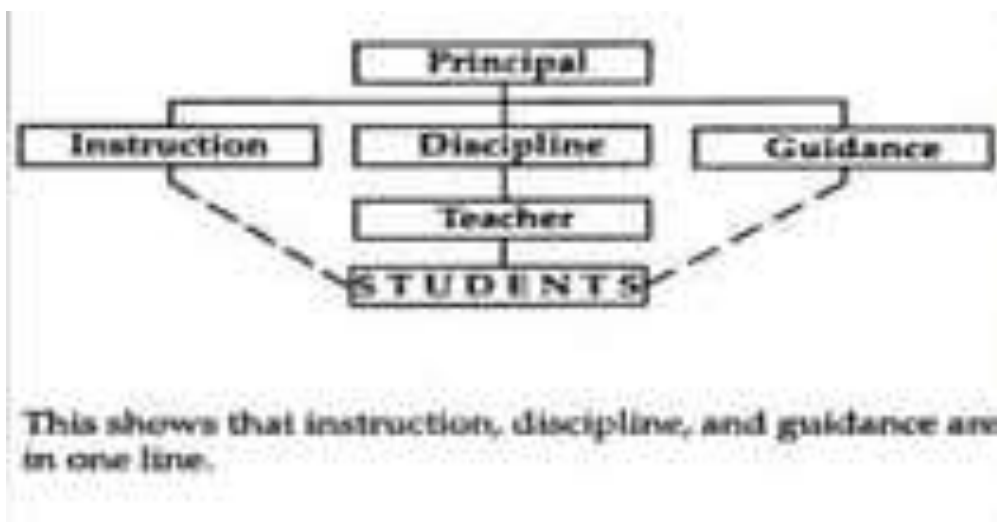
Let's look at the organizational structure of guidance and counseling in schools based on the Indonesian Guidance and Counseling Association (ABKIN) below:



Picture 1. Organization structure

Based on the organizational structure of guidance and counseling in schools above, it is very clear that subject teachers/field teachers have a role in the organization of the implementation of guidance and counseling services in schools. The survey results provide reinforcement that subject/field teachers must be *involved* in organizing and at the same time providing guidance and counseling services in schools.

Likewise, organizational structures in foreign countries are almost the same as in Indonesia. Loreto Morales et al convey Organization and Administration in Guidance as follows:



Picture 2. Organization and Administration in Guidance

Thus, the involvement of subject teachers in Indonesia and abroad is mandatory in providing guidance and counseling services in schools. The survey results stated that they strongly agreed (32.25%) and agreed (56.35%) that subject teachers should be involved in the process of providing assistance to students.

Table 9. Survey results regarding subject teachers who should be involved or collaborate in the process of organizing the provision of guidance and counseling services.

Choices	Frequence	Percentage
Very agree	99	32,25
Agree	173	56,35
Quite agree	25	8,14
Disagree	9	2,93
Veru disagree	1	0,33

5. Subject teachers should be involved in the process of selecting information in providing guidance and counseling services.

Based on the discussion and study in statement number 4 (four) above, it is clear that the information selection process really requires collaboration between subject teachers and guidance and counseling service teachers at schools, meaning that they cannot stand alone in providing services without help from all school parties, especially subject teachers whose daily activities are very intense in meeting with students in the classroom or outside the classroom. Especially in this era of technology and information which is very significant in communication. (Triyono et al., 2018). Nurul Fatriah made recommendations in her research that the role of subject teachers in assisting the

implementation of guidance and counseling services could be better, because the results of her research showed that the role of subject teachers had not fully assisted the implementation of guidance and counseling services in schools. (Fitriah, 2017).

This is supported by the survey results that respondents stated that 23.45% strongly agreed, 57% agreed, and 13.68% quite agreed that subject teachers should be involved in the information selection process in providing guidance and counseling services. This means that the results of this survey provide a high appreciation for the involvement of subject teachers in the process of selecting information in guidance and counseling services, therefore this opinion can be categorized as GOOD.

Table 10. Survey results regarding subject teachers who should be involved in the process of selecting information in providing guidance and counseling services.

Choices	Frequence	Percentage
Very agree	72	23,45
Agree	175	57,00
Quite agree	42	13,68
Disagree	17	5,54
Very disagree	1	0,33

6. Subject teachers should have experience in providing guidance and counseling services, especially in the academic field (difficulty learning subject matter

Looking at the results of the respondents' answers, they stated that they strongly agreed at 32.57; 56.68% were agreed, and 7.82% were quite agreed for the experience of subject teachers in implementing guidance for difficulties in learning subject matter, but there was still 2.93% said they disagreed. This means that this data is sufficient to inform that the respondents' experience in implementing guidance has been carried out in their schools. Based on the results of respondents' answers for this perspective, it is categorized as VERY GOOD so that it can be applied by subject teachers.

Table 11. Survey results regarding subject teachers who should have experience in providing guidance and counseling services, especially in the academic field (difficulty learning subject matter)

Choices	Frequece	Percentage
Very agree	100	32,57
Agree	174	56,68
Quite agree	24	7,82
Disagree	9	2,93
Very disagree	0	0,00

David Kolb (1984), defines experiential learning as a holistic learning model, where a person learns, develops and grows. The use of the term experiential learning itself is intended to emphasize that experience has an important role in the learning process, and this is the difference between experiential learning and other learning models, such as cognitive learning theory or behaviorism. David Allen Kolb or better known as A. Kolb stated that learning is a process in which knowledge is created through changes in various forms of experience. Knowledge is created by a combination of understanding and transformed experience (Mutaqin, 2024). Paying attention to the importance of a person's experience in learning or mentoring will create a foundation of potential strength that can be applied by subject teachers in implementing guidance during the learning process.

7. Guidance and counseling is not the job of subject teachers

Based on the Minister of Education and Culture Regulation Number 111 of 2014 concerning the Implementation of Guidance and Counseling in Primary and Secondary Education, it is explained that the task of guidance and counseling services is the task of guidance and counseling teachers. However, in the current situation and conditions, the existence of guidance and counseling teachers is still lacking. in number and to meet the needs of guidance and counseling service teachers, it is certain that many schools will order eye teachers to become guidance and counseling teachers as a complement to the provision of education in schools.

What about the statement that guidance and counseling services are not the job of subject teachers? It turns out that the majority of respondents in this survey stated that they disagreed, namely 40.72% and strongly disagreed at 5.86%. This means that this group understands that the existence of guidance and counseling teachers is still insufficient. Meanwhile, for respondents who answered strongly agree (13.03%), agree (24.43), and quite agree (15.93%), there needs to be an explanation of the role of a teacher, namely the role of educator, teacher and guide in their duties. principal and function.

Table 12. Survey Results regarding Guidance and counseling is not the job of subject teachers

Choices	Frequence	Percentage
Very agree	40	13,03
Agree	75	24,43
Quite Agree	49	15,96
Disagree	125	40,72
Very disagree	18	5,86

8. Subject teachers are only tasked with teaching according to their discipline, and do not participate in the guidance and counseling service process.

The results of Dwi Fitria Sari's research (2017) show that the level of understanding of subject teachers regarding their role in providing guidance and counseling services in

high schools throughout Ambarawa District reaches very high criteria. It's just that participation is not optimal, where there are still subject teachers who have not participated fully (Sari, 2017)

Furthermore, the research results of Supto Irawan and Herwina Meylani (2020) show positive perception regarding teachers' perceptions of guidance and counseling services, but in the first and second indicators, namely indicators of the process of observing counselling guidance and the process of processing information about Counselling Guidance regarding the implementation of guidance and counseling services, the results show that most of the subject teachers are in the negative perception category (Irawan; & Meylani, 2020)

Based on these two research results, it can be concluded that subject teachers are still not optimal in carrying out their role as mentors and only know about guidance and counseling services in schools. The survey results regarding subject teachers being tasked with teaching only according to their discipline, not participating in the guidance and counseling service process, the respondents stated that they disagreed (54.07%) and strongly disagreed at 6.84%. This means that the results of previous research are consistent with the fact that there are still subject teachers who are not yet optimal in implementing their role as mentors and their service performance is still poor. This was shown by respondents who strongly agreed 6.84%, agreed 21.17%, and quite agreed 11.07%.

Table 13. Survey results regarding subject teachers who are only tasked with teaching according to their scientific discipline, and do not participate in the guidance and counseling service process.

Choices	Frequence	Percentage
Very Agree	21	6,84
Agree	65	21,17
Quite agree	34	11,07
Disagree	166	54,07
Very disagree	21	6,84

Thus, this data analysis shows that it is necessary to provide reinforcement in seminar or workshop activities regarding the importance of subject teachers understanding their role as integrated guides in the learning process in the classroom and outside the classroom.

9. The process of guidance and counseling services in schools is running optimally.

In the Minister of Education and Culture Regulation Number 111 of 2014, it is explained that Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort carried out by counselors or Guidance and Counseling teachers to facilitate the development of students in achieving independence in their lives. 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/educating staff (DitSMP Kemdikbud, 2022)

The results of Sutirna et al's research regarding the implementation of guidance and counseling programs in schools and outside schools, it turns out that the majority do not have guidance and counseling service programs. In general, the educational background of the providers knows about guidance and counseling, but is not optimal in providing guidance and counseling services, both in formal education (schools) and in non-formal education (Sutirna & Nugraha, 2021; Sutirna et al., 2022).

The problem is, what do subject teachers throughout Indonesia think about whether the guidance and counseling service process in schools is optimal? The survey results show that strongly agree is optimal at 11.73%, agree that it is optimal at 48.53%, and quite agree that it is optimal at 24.76%, meaning that this is included in the GOOD category of perception from subject teachers, however There is still a perception that subject teachers disagree and strongly disagree that the implementation of guidance and counseling services in schools is optimal.

Table 14. Survey results regarding the process of guidance and counseling services in schools running optimally.

Pilihan	Frekuensi	Persentase
Sangat Setuju	36	11,73
Setuju	149	48,53
Cukup Setuju	76	24,76
Disagree	41	13,36
Very disagree	5	1,63

Thus, it is clear that the results of previous research are in contrast to the results of the current survey, the solution is that there needs to be enlightenment for both guidance service teachers and subject teachers in seminars or workshops about the importance of optimal guidance and counseling services in facilitating students.

10. Subject teachers as supervisors for academic/learning/learning difficulties in subject matter.

One of the roles of subject teachers in the *Merdeka* curriculum is to develop active learning, where the teacher's role is not only to provide information, but also to help/guide students in understanding concepts through active learning. It engages students in discussions, projects, experiments, and other practical activities. (Romanti, 2023). Thus, it is clear that the subject teacher's role as a guide/helping students who have difficulty with the subject matter is the development of active learning.

Even in freedom of learning, teachers are instructed to be more innovative or find new things in providing learning materials, so that they don't get bogged down by administrative and procedural matters. For example, subject teachers play a role in guiding students who have difficulty learning teaching material. This can be done directly without any procedural requirements, having to report to the guidance and counseling

teacher, so the process will take a long time. This is in line with Yandri as Widyaprada Utama Directorate of Basic Education Teachers that independent learning has 4 (four) main ideas as an effort to create a learning and teaching system and culture that is more effective, pro-active, creative, innovative, independent, contextual and emancipatory, and in line with global changes in the world of education today. So, to achieve this orientation, the Ministry of Education and Culture feels the need to cut procedural and administrative matters which are considered to hinder the effectiveness and essence of learning (Yandri, 2022)

The results of a survey of subject teachers throughout Indonesia regarding subject teachers as supervisors in the field of academic/learning/learning difficulties in subject matter, some stated agree (56.73%), strongly agree (25.73%), and quite agree (9.77).) means that the results of this survey inform that subject teachers in implementing guidance and counseling are very novel and will provide the latest learning models to solve the problem of learning difficulties in subject matter which is always handed over to guidance and counseling teachers.

Table 15. Survey results regarding subject teachers as supervisors in academic/learning/learning difficulties in subject matter.

Choices	Frequence	Percentage
Very Agree	79	25,73
Agree	173	56,35
Quite Agree	30	9,77
Disagree	19	6,19
Very Disagree	6	1,95

CONCLUSIONS

Based on the results of survey data processing and discussion, the survey research on guidance and counseling from the perspective of subject teachers or field of study teachers can be concluded that (1) subject teachers state that they are obliged to understand guidance and counseling services, (2) subject teachers can be given additional duties as a guidance and counseling teacher when the school still lacks guidance and counseling teachers, (3) difficulties in learning subject matter are handed over to subject teachers, (4) subject teachers are included in the organizational structure of guidance and counseling services, (5) recruitment or selecting information on guidance and counseling services must involve subject teachers, (6) subject teachers must have experience in providing guidance and counseling services, (7) subject teachers have duties and responsibilities as guidance and counseling teachers, (8) implementation of services guidance and counseling by subject teachers is not yet optimal, (9) the implementation of guidance and counseling services by guidance and counseling teachers is still not optimal in schools, and (10) The implementation of guidance and counseling services by subject teachers or field of study teachers is new (novelty). From the conclusions above, recommendations

can be given to all relevant people, especially education administrators, education observers, and District/City, Provincial and Central education offices to provide enlightenment to subject teachers throughout Indonesia through Education and Training, Seminars, Workshops. Scientific work or meeting about the importance of guidance and counseling for subject teachers or field of study teachers.

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