



Efforts to Improve Learning Achievement by Guidance and Counseling Teachers for Orphan Children

M. Harwansyah Putra Sinaga¹, Dwi Syahfitri Baskoro², Sarmila Yanti Munthe³, Say Azmi⁴
^{1,2,3,4} Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Corresponding Author:  syahfitridwi34@gmail.com

ABSTRACT

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This research was conducted to see directly the efforts of guidance and counseling teachers in improving the learning achievement of students with orphan status in the Al-Hijrah 2 IT Middle School environment. This research used a qualitative descriptive research method. The research was carried out by collecting data by means of observation, interviews and documentation studies. Where the results of the research were then analyzed using the Miles and Huberman data analysis methods. This research takes as its subject a guidance and counseling teacher who acts as a school counselor. From the research results, it can be seen that guidance and counseling teachers also participate in efforts to improve the learning achievement of orphaned children.

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INTRODUCTION

Schools are important educational institutions for fostering and guiding students' knowledge and skills. In the educational process at school, learning activities are the main activities that students must carry out in order to achieve changes in behavior. For this reason, the role of supervising teachers in schools is needed to find out students' learning problems, as well as internal and external factors that influence students' learning. These internal factors are intelligence, learning, attitude, physical, emotional and psychological disorders, while external factors are family and school conditions (Mughtar & Rusmini, 2001). Apart from internal and external factors, other factors that also influence students in learning are social factors in society, namely friends and the environment where they live (Mughtar & Rusmini, 2001).

In this case, guidance and counseling teachers have an important role in developing students. A guidance and counseling teacher is a teacher who has duties and responsibilities and then has full authority and rights in guidance and counseling activities for students. Furthermore, guidance and counseling teachers can be concluded

as people who work in the education department and are teachers who are also responsible for providing assistance to students in preventing or resolving problems in their lives in order to lead to a prosperous life (Prayitno, 2004).

In the school environment, we will always meet students with different family backgrounds, there are students who come from harmonious families, students from families with broken homes, and students whose parents are gone or have died, which we often know as orphans. In this research, the author discusses students whose parents have died, which we often know as orphans. The word orphan comes from Arabic, the plural form is yatama and atim which means a child whose father has died before he reaches adulthood (Rudi, Elis, Ashari, M.Harwansyah, Anisatul, & Hotma, 2018) Meanwhile, according to the term, an orphan is a child in a minor who lost his father, who was responsible for his life and education. Orphanage is a condition when a child is abandoned by a mother. So, orphans are children whose parents have died (Ismail & Qursyairi, 1424).

The situation in society shows that many orphans do not receive attention, lack self-confidence, lack confidence in their potential, are pessimistic about building high ideals, in social interactions sometimes feel inferior and feel different from other people. This is the cause that can hinder his progress. This situation is also felt by orphans at SMP IT Al-Hijrah 2 and is one of the factors that causes the achievement of orphans at school to decline. So in this case there needs to be efforts from guidance and counseling teachers at schools to help students develop themselves, attitudes and good study habits for orphans at school to master knowledge and skills and obtain satisfactory learning achievements and be able to continue their education in higher level.

Based on the explanation above, the author is interested in researching the implementation of guidance and counseling, especially regarding the efforts of guidance and counseling teachers in helping students improve learning achievement for orphans at SMP IT Al Hijrah 2, because guidance and counseling teachers in schools also have an important role in student development.

RESEARCH METHODE

This research uses a case study research design which is a search for information and examines phenomena that occur in real life. The phenomenon discussed in the research is the role of guidance and counseling teachers in trying to improve the learning achievement of orphaned students. The method used is descriptive which describes data that has been obtained from observations, direct interviews with relevant sources and documentation studies related to the research title. The research was carried out on students with orphan status at SMP IT Al Hijrah 2 Laut Dendang, Deli Serdang. The analytical method used in this research is the interactive analysis method Miles and Huberman, where this method has four stages, namely data collection, data

reduction, data presentation, drawing conclusions/verification. In this research, data analysis was carried out simultaneously with the data collection process. The analysis flow follows the interactive analysis model as disclosed Miles and Huberman.

RESULT AND DISCUSSION

Based on the research results, the guidance and counseling teacher at SMP IT Al-Hijrah carries out individual counseling services for students with orphan status. This service aims to provide assistance to orphaned or orphaned students, especially those who experience problems in learning which hinders learning achievement. Individual counseling services in schools provide very valuable benefits and contributions to the development of students as students and members of society, apart from that, individual counseling services aim to build students' motivation and learning goals, good study attitudes and habits, skill students in choosing their learning strategies, and be disciplined. learning and practicing learning continuously, choosing strategies for mastering teaching materials at school, utilizing the physical, social and cultural conditions in the school and the surrounding community, and building an orientation for further study (Abidin, 2009).

Individual counseling services provide great benefits to help students deal with their problems, especially students who are orphans, so they can overcome learning problems and improve their learning achievement. Because one of the main goals of counseling services is to shape students into individuals who develop optimally, are productive and cultured (Lisnawati, 2017).

The guidance and counseling teacher chose individual counseling services to handle this problem, because it was believed that confidentiality would be maintained. Those directly involved in the individual counseling service process are only the guidance and counseling teacher and the student concerned, so students assume that what has been told to the guidance and counseling teacher will not be spread to any party. This will also make students more open to the guidance and counseling teacher to talk about their problems without covering it up. If students are more open in telling about their problems, students will be able to feel the benefits of openness as they feel calm, comfortable and have a sense of belonging to something that is useful for the future (Sinaga, Alwi, & Aisha, 2022). Middle school students are students in their early teens so they need personal attention so that they are free without shame and are open in expressing their problems to the guidance and counseling teacher.

In providing individual counseling services, guidance and counseling teachers work together with homeroom teachers or what are usually referred to as *walas* to assess student learning processes and outcomes while in class. The homeroom teacher is a teacher who really knows the student's learning progress, because the homeroom teacher is always in the classroom to monitor each student's learning process in the

class. This is the basis for guidance and counseling teachers to work together with homeroom teachers in helping orphaned students to improve their learning achievements. Guidance and guidance teachers and other school personnel, including teachers, have the same responsibility for the success of the student teaching and learning process (Yulmi, Efeni, Ulfah, Nizhomy, Dinung, & Karimah, 2017).

Before providing services, guidance and counseling teachers first look for information regarding the student's orphan status using data set instruments. Once collected, the guidance and counseling teacher can find out which students have orphan status. After the guidance and counseling teacher knows which students have orphan status, the guidance and counseling teacher does not immediately provide individual counseling services to these students. Guidance and guidance teachers still have to seek further information about students, whether they have problems in improving their learning achievement or not. If students do not have problems in improving learning achievement or other problems, then the guidance and counseling teacher will not follow up on them. Meanwhile, if students who have orphan status have problems in improving their learning achievement, the guidance and counseling teacher will follow up by providing individual counseling services as soon as possible to these students.

From the information received by the guidance and counseling teacher from the walas, the guidance and counseling teacher will diagnose the student's problem in what area. Apart from that, guidance and counseling teachers also receive information about the student's strengths and weaknesses in the learning process, this certainly helps guidance and counseling teachers in implementing counseling services for students who have learning problems. The guidance and counseling teacher directs students to master one by one the subjects that students like based on data also obtained from the homeroom teacher. The guidance and counseling teacher will focus students on one subject so that students can give their best in that one subject to produce satisfactory achievements.

From this explanation, it can be clearly seen that the guidance and counseling teachers at SMP IT Al-Hijrah also play a role in improving student learning achievement, especially students with orphan status. The guidance and counseling teacher will see which students are experiencing difficulties in learning which is hampering their learning achievement by working together with the homeroom teacher or tutor. Efforts that can be made by guidance and counseling teachers to improve their learning achievement are by providing individual counseling services.

From the results of individual counseling, guidance and counseling teachers can find out what problems are preventing students with orphan status from achieving, so that guidance and counseling teachers can provide treatment to students so that they are able to improve their learning achievements.

CONCLUSION

Based on the research findings, it can be concluded that the efforts made by the guidance and counseling teachers at SMP IT Al-Hijrah 2 to improve student learning achievement are by providing individual counseling services, where first the guidance and counseling teachers have sought information regarding problems experienced by students relating to the student's learning process in class through Alas. SMP IT Al-Hijrah 2 has four ranking categories, from these four categories the guidance and counseling teacher helps direct students with the results of the data and information they have obtained. Guidance and Guidance teachers can encourage students to be able to achieve one of these rankings, even though students' academic achievements are still not capable of performing optimally, students can still excel in other fields.

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