

The Role and Collaboration Between Guidance and Counselling Teachers with Biology Subject Teachers in Overcoming Learning Problems and Difficulties

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Abstract. This study investigates the extent to which guidance and counseling teachers and biology subject teachers collaborate in optimizing students' potential and empowering students to solve their own problems. The goal of this study is to determine how collaboration between guidance and counseling teachers and biology teachers works to address problems and learning difficulties encountered by students. This study took a qualitative approach, with data collected through observation and interviews. Because of the closeness and intensity of interactions between subject teachers and students, the research findings indicate that the role of student subject teachers is critical in identifying, understanding, and overcoming learning problems. Furthermore, the research findings show four collaborative steps carried out by subject teachers with guidance and counseling teachers in order to overcome student learning difficulties, including: 1) including peer tutors 2) Creating variations in the learning process 3) Offering variations in learning models. 4) Offering assignments flexibly. Obstacles and barriers subject teachers and guidance and counseling teachers face when collaborating to overcome learning difficulties, specifically difficulty identifying students' learning obstacles because students are closed and refuse to discuss their problems.

Keywords: Roles, Teacher Collaboration, Learning Difficulties

Abstrak. Penelitian ini menyelidiki sejauh mana guru bimbingan dan konseling serta guru mata pelajaran biologi berkolaborasi dalam mengoptimalkan potensi siswa dan memberdayakan siswa untuk memecahkan masalahnya sendiri. Tujuan penelitian ini adalah untuk mengetahui kerjasama antara guru bimbingan dan konseling dengan guru biologi dalam mengatasi permasalahan dan kesulitan belajar yang dihadapi siswa. Penelitian ini menggunakan pendekatan kualitatif, pengumpulan data melalui observasi dan wawancara. Karena kedekatan dan intensitas interaksi antara guru mata pelajaran dan siswa, maka temuan penelitian menunjukkan bahwa peran siswa guru mata pelajaran sangat penting dalam mengidentifikasi, memahami, dan mengatasi permasalahan pembelajaran. Lebih lanjut, temuan penelitian menunjukkan empat langkah kolaboratif yang dilakukan guru mata pelajaran dengan guru bimbingan dan konseling guna mengatasi kesulitan belajar siswa, antara lain: 1) mengikutsertakan tutor sebaya 2) Menciptakan variasi dalam proses pembelajaran 3) Menawarkan variasi model pembelajaran. 4) Menawarkan tugas secara fleksibel. Hambatan yang dihadapi oleh guru mata pelajaran dan guru bimbingan dan konseling ketika bekerjasama untuk mengatasi kesulitan belajar, khususnya kesulitan mengidentifikasi hambatan belajar karena siswa tertutup dan menolak untuk mendiskusikan permasalahannya.

Kata Kunci: Peran, Kolaborasi Guru, Kesulitan Belajar

INTRODUCTION

Education is a major component in determining the level of progress of a nation and is one of the efforts of educators to develop the potential of students so that in the future they will have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

Since each learner is unique and faces different challenges, not every student will learn to the fullest extent possible. Students who experience learning difficulties can attribute their difficulties to a variety of sources, both internal and external. Internal elements include things like students' poor academic performance, lack of enthusiasm in learning, or health issues. External factors include low teacher motivation, low student interest while teachers are still unsure about how to implement the current curriculum, a lack of reading materials to support students, and issues that families are facing.

In realizing the goals of national education, cooperation from all educational personnel is needed. Quality education will not be achieved by relying only on students' cognitive abilities but must be seen from the aspect of forming individual personalities. Teachers have the responsibility to help students learn to completion and success. Learners who have not been able to master the subject matter need special attention and assistance such as guidance and counseling service programs. The guidance and counseling service program can run effectively if all elements in the school collaborate with each other so guidance and counseling teachers must collaborate with school elements, one of which is the subject teacher. Subject teachers have intense interactions with students, so this collaboration allows guidance and counseling teachers to obtain relevant information about students' development, including learning problems, behavior, and students' special needs. To help students who experience learning difficulties, guidance and counseling teachers and subject teachers can collaborate in carrying out the diagnosis of learning difficulties. The existence of guidance and counseling teachers in schools plays an important role in student development in teaching and learning activities. The collaboration of guidance and counseling teachers with subject teachers in this study is a form of cooperation carried out by two parties, namely guidance and counseling teachers as counselors who provide assistance to solve problems faced by students in the process of teaching and learning activities and subject teachers are defined as teachers who are given the responsibility to guide a class during the teaching and learning process. The main task of the teacher is to guide, with the guidance the teacher is expected to have a positive impact on students, both their character and their abilities (Arifin, 2020). according to Uzer Usman (2011), The duties of the teacher as a profession include educating, teaching, and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology. While training means developing skills in students. At school, teachers are expected to guide students according to student characteristics. With the right character education, it is hoped that students can develop optimally according to their abilities and make this nation more advanced.

Based on interviews conducted by researchers with one of the Biology teachers of SMAN 14 and MA Darel Hikmah Pekanbaru, information was obtained that some children who experienced learning difficulties were caused by internal and external factors experienced by these students as well as the role of subject teachers and guidance and counseling teachers. In this case, the subject teacher and guidance and counseling teacher collaborate to conduct follow-up to overcome the problems experienced by these students. From this, it can be concluded that the collaboration between guidance and counseling teachers and subject teachers at school aims to overcome students' learning difficulties.

LITERATURE REVIEW

Guidance is a procedure used to provide assistance to individuals to find maximum satisfaction in their educational and vocational careers. Etymologically, the word guidance is a translation of the word "guidance" which comes from the verb "to guide" which means "to show, guide, lead, or help". In accordance with the term, in general, guidance can be interpreted in accordance with something that is help or guidance. However, this does not mean that all forms of help or guidance are guidance.

Etymologically, the term counseling comes from Latin, namely *cansilium* which means "together" combined with "receiving" or "understanding". The term counseling was previously translated as "counseling". The translation of the word counseling turns out to cause confusion and often leads to misperceptions. However, counseling plays an important role in guidance, often referred to as the heart of guidance, counseling is the core of guidance, and counseling is the center of guidance. Because it is said to be the heart, core, or center because this counseling is a service or guidance technique that is therapeutic or healing (curative).

Collaboration between Guidance and Counseling teachers is one of the social skills of Guidance and Counseling teachers. One of the social skills of Guidance and Counseling teachers is achieving internal cooperation in the workplace. Includes understanding the principles, objectives, organization, and roles of other parties (teachers, classroom teachers, school/madrasah leaders, school/madrasah committees). Communicating the basis, objectives, and activities of guidance and counseling services to other stakeholders in the workplace. Collaborate with relevant parties in the workplace (e.g., teachers, parents, administrative staff).

According to (Ndruru et al., 2022, M. Buchori., 2019) the role of guidance and counseling teachers is as professional educators who provide assistance to students with the aim of guiding and being able to develop their abilities in the fields of personal life development, social, learning abilities, and career planning who are currently experiencing problems so that they can make decisions and solve these problems. The role of guidance and counseling teachers is also to guide the socialization process, inherit beliefs and be able to unite a group. Faulina S (2017) teachers must have the ability to guide and direct student learning activities in accordance with what is aspired to. Setya (2020) added that the role of guidance and counseling teachers can also motivate good student learning with information services. The role of teachers in the implementation of guidance and counseling must be able to involve parties in the school such as students, subject teachers, principals and parents to ensure the implementation of the counseling guidance program properly. Good cooperation between biology teachers and counseling guidance teachers can have a positive impact on the overall development of students.

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In addition, teachers also have the responsibility to help students learn thoroughly and successfully. Students who have not been able to master the subject matter need special attention

and assistance. In Fadila's research (2020), teachers in overcoming the problem of student learning difficulties include prognosis, developing programs to overcome learning difficulties and providing assistance in the form of tutoring therapy. To help students who have learning difficulties, counseling teachers and subject teachers can collaborate in carrying out the diagnosis of learning difficulties. One of the collaborations carried out by Guidance and Counseling teachers is social competence for Guidance and Counseling teachers, namely carrying out internal organization including: (1) understanding the basis, purpose, organization and role of school personnel, (2) communicating the basis, purpose and activities of guidance and counseling services to school personnel, and (3) cooperating with school personnel (Novi, et al, 2020).

METHODOLOGY

This research was conducted at SMAN 14 Pekanbaru on Wednesday, November 22, 2023. This type of research is qualitative research that uses a descriptive analysis approach that aims to analyze and describe systematically, factually, and accurately about a phenomenon or event. This research seeks to find the information obtained by complete and in-depth informants regarding the collaboration of guidance and counseling teachers with subjects in overcoming learning difficulties. The data in this study are all data or information obtained from informants who are considered to know and understand the focus of the study under study. The data source used is the results of interviews. The key informants in this study were one guidance teacher and one subject teacher. The criteria for selecting informants are guidance and counseling teachers and subject teachers who teach in SMA N 14 Pekanbaru classes.

The data analysis technique for this research goes through two stages, findings and discussion. Findings are the process of interviewing informants, used to obtain information related to facts, beliefs, feelings, desires, and others aimed at meeting research objectives. The interview method was conducted with guidance and counseling teachers to obtain data covering the collaboration of guidance and counseling teachers with subject teachers, guidance and counseling work mechanisms in an effort to achieve the quality of teaching and learning activities, factors behind the collaboration of guidance and counseling teachers with chemistry subject teachers, forms and types of collaboration of guidance and counseling teachers with subject teachers in an effort to achieve the quality of teaching and learning activities in SMA N 14 Pekanbaru classes.

FINDINGS

The findings obtained from the interviews regarding the Collaboration of Guidance and Counseling Teachers with Biology Subject Teachers in Overcoming Learning Problems and Difficulties at SMAN 14 Pekanbaru are as follows: 1) The majority of student delinquency is caused by the lack of attention received for forgetting broken home children; 2) There are 4 steps of collaboration between the Biology Teacher and the Guidance and Counseling Teacher in solving the problem of student delinquency, namely: Guidance provided by the homeroom teacher, then followed up by the Guidance and Counseling Teacher, then taken to student affairs and the principal; 3) There are several solutions that biology teachers can use in overcoming the problem of student learning difficulties, among others: Involving peer tutors, Providing variations in the learning process, Providing variations in learning models, and Providing assignments in a flexible way; 4) The obstacles experienced by biology teachers and guidance and counseling teachers in overcoming student problems are difficulties in knowing the causes of student delinquency because students are very closed.

Table 1. Percentage Level of Categorization of Student Satisfaction with Guidance and Counseling Services for Biology Subjects

PERCENTAGE CATEGORIZATION	
Very Satisfied	$1/4 \times 100\% = 25\%$
Satisfied	$2/4 \times 100\% = 50\%$
No Satisfied	$1/4 \times 100\% = 25\%$
Very not Satisfied	$0/4 \times 100\% = 0\%$

Source: Data Primary, 2023



Figure 1. Diagram of Percentage Categorization

Based on the results of data from MA Darel Hikmah Pekanbaru regarding student satisfaction with Biology subject Counseling Guidance Services is at a satisfied level, this is in accordance with the average that researchers calculate based on the formula above which is 50%. From the explanation of the research results above, it can be seen that the collaboration between Biology teachers and counseling teachers at MA Darel Hikmah Pekanbaru is good in academic aspects, personal-social fields, and career guidance fields. So that there is satisfaction with the services provided to students.

DISCUSSION

Based on the results of the interview, the guidance and counseling teacher and the biology subject teacher collaborated intensively. This collaboration is carried out to empower and develop the potential of students to reach their developmental stages. Apart from that, collaboration is carried out to explore data and handle student problems. Collaboration is a form of social process in which there are certain activities shown to achieve goals together and help each other. Collaboration between Guidance and Counseling Teachers and subject teachers can help both of them in managing the class so that students feel comfortable and know which students receive special attention such as remedial. Therefore, Guidance and Counseling Teachers together with subject teachers always share data in dealing with student problems. The aim of the collaboration between the Guidance and Counseling teacher and the Biology teacher at SMAN 14 PEKANBARU is to find out the individual character of the students in more depth. Therefore, it is necessary to know what the living conditions of students are because each student comes from a different culture, environment, and economy.

The results of the interviews show that there are several problems that often occur in the school environment, including smoking, skipping school, watching pornographic videos, student grades below the KKM, and neglect in correcting grades that have not been completed within a certain period of time. which had been given by the teacher and fought with the teacher. Based on the results of the interview, it can be seen that this problem can occur due to family factors where the student comes from a Broken Home family and does not receive full attention from his parents so the student tries to seek attention in the school environment by acting naughty, being nosy, and disturbing the comfort of his friends.

There are 4 Stages of Collaboration between Biology Teachers with Guidance and Counseling Teachers in solving student delinquency problems:

Guidance provided by the class

When the biology teacher realizes that there are students who have problems, the biology teacher will report to the homeroom teacher of the student to be given initial guidance. The coaching process begins with the homeroom teacher first coaching students who are experiencing problems by asking what causes students to do this and why students do this and trying to provide understanding to students.

The Guidance and Counseling teacher follows up on the problem if the biology teacher cannot solve the problem.

When the teacher cannot solve the problem and the student continues to do delinquency well, then the teacher reports the problem to the guidance and counseling teacher. Where the guidance and counseling teacher certainly understands better how to overcome the problems committed by students, for example by doing tricks such as inviting the student to chat casually so that slowly it is hoped that the guidance and counseling teacher can find out the cause of the student's delinquency.

Problematic students

If the problematic student has crossed the limit of the provisions then the Counseling Guidance Teacher will report the problem to the student affairs, where the student affairs has the authority to give sanction points for each violation committed by the student. SMAN 14 PEKANBARU has a regulation in the form of a sanction book that will be filled with points if the student commits an offense. The maximum point limit is 1000 points, if it exceeds 1000 points then student affairs has the right to give sanctions in the form of Drop Out from school.

Principal

If after being expelled from school the student continues to make the same mistake repeatedly, then the principal has the authority and policy to expel or remove the student from school. This must be done to maintain the good name of the school If the student does not want to change.

The role and collaboration between Guidance and Counseling teachers with biology subject teachers in overcoming learning problems and difficulties:

Involving peer tutors

The peer tutor method is a teaching and learning activity in the classroom that provides opportunities for students to teach and share knowledge or skills with other students to help their friends who have difficulty in learning so that their friends can understand the material well. Peer tutors can provide a sense of comfort to students because in general, the relationship between friends is closer than the relationship with the teacher.

Providing variety in the learning process

We know that biology is an abstract subject and difficult for students to understand. If the teacher still conducts conventional learning by monotonously using the lecture method, then students tend to get bored and dislike learning biology. Therefore, biology teachers must vary learning to increase motivation and attract students to learn outside the classroom by utilizing school facilities such as studying in the park, studying under shady trees, in the laboratory, in the library, and others.

Providing variations in learning models

Teachers must provide variations in learning models according to student needs and in accordance with the material, for example by creating unique and exciting projects such as making fermented cassava (*tapai*) by adding natural coloring and creating three-dimensional learning media that seem real.

Giving assignments in a flexible way

As a facilitator, the teacher frees the form of assignments to be made according to student creativity such as PPT, Posters, Papers, Clippings, videos, and others according to the material being studied. The teacher frees the form of assignments that will be made by students because the most important thing about the task is how students can understand the material they are learning.

Obstacles experienced by biology teachers in overcoming student problems

The obstacles experienced by biology teachers and guidance and counseling teachers in overcoming problematic students are the difficulty of knowing the cause of student delinquency because students are very closed and do not want to tell the problems that occur to them. Usually problems with cases like this such as, not paying attention to the teacher in class, not doing assignments, not being active in group work, often sleeping in class, and so on. In addition, problems also faced by biology teachers are difficulties in understanding biology material, lack of focus and concentration of student learning, mismatches in understanding concepts and types of evaluation tests used by teachers. Then there are obstacles experienced by counseling guidance teachers, namely guidance and counseling teachers often have many responsibilities, making it difficult to provide adequate attention to every student who needs guidance, limited resources can be an obstacle in providing adequate support for students and lack of information about students' backgrounds and conditions can limit the ability of guidance and counseling teachers to design effective interventions.

Sugiyanto (2007) explains that to find students who have barriers to learning, Guidance and Counseling teachers can collaborate with subject teachers and other school personnel to conduct: a) Standardized diagnostic tests; b) Carry out continuous observations, both in the home environment and outside the home; c) Interviews with subject teachers, homeroom teachers, parents and student friends at school.

Then the results of research conducted by conducting interviews with guidance and counseling teachers and subject teachers related to determining the location of student learning difficulties are students lacking understanding of the subject matter, in mathematics subjects many students have difficulty understanding the material, some have not memorized multiplication, making it difficult and late in understanding the material. In economics subjects, students are also late in doing the questions. Learning problems experienced by students include lack of interest in learning, chatting in class, not making assignments, if they don't understand, they rarely ask questions.

CONCLUSION

Based on the results of interviews with Guidance and Counseling teachers, it was found that the role of collaboration between counseling teachers and subject teachers to overcome the problems of students who have learning difficulties, namely 1) Involving peer tutors 2) Provide variations in the learning process 3) Provide a variety of learning models 4) Provide flexible assignments. Then the obstacles experienced by biology teachers and guidance and counseling teachers in dealing with student problems are the difficulty of knowing the cause of student

delinquency because students are very closed and do not want to tell the problems that occur to them.

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