
The Role of Counseling Guidance Teachers for Children with Special Needs in Special Schools in Dharmasraya Regency

Alchonity Harika Fitri¹⁾, Mega Iswari²⁾

¹⁾ Sport Education Study Program, Faculty of Teacher Education, Dharmas Indonesia University.

²⁾ Doctoral Study Program Of Educational Sciences Postgraduate State University Of Padang.

Corresponding Author

Email : alchonity.hfa@gmail.com

Abstract

This research was carried out with the aim of seeing how important counseling and guidance services are in special schools, especially for children with special needs. As well as seeing the main role of counseling guidance teachers to provide counseling guidance services to children with special needs. The main tasks of the guidance and counseling teacher are: organizer, informer, motivator, facilitator, evaluator, mediator, transmitter, initiator, and director. Looking at the task of the counseling guidance teacher, it can be seen that the counseling guidance teacher is able to provide services to students with special needs in special schools. Based on literature studies from journal reviews and articles, it is clear that students with special needs in special schools need counseling guidance teachers to help students face problems in the learning process, student interaction, socialization, as well as in dealing with any obstacles and obstacles faced. Teachers can interact with children with special needs according to different characteristics. Guidance and counseling teachers can act as intermediaries between parents and students with special needs, consulting on matters such as increasing students' motivation to study at home, as well as providing interesting home study tricks and strategies for students with special needs

Keywords: *Counseling Guidance Teachers, Children with Special Needs*

INTRODUCTION

Guidance and counseling are needed to develop education that is high, broad and deep. To rise means to help guide individuals to choose a more appropriate level of education, because of the increasing opportunities and possibilities to achieve a higher level of education. And it is very necessary to make individuals more independent and develop optimally in various guidance, such as: personal guidance, social, learning and career guidance through various types of guidance activities, so that education can run smoothly with the guidance and counseling.

To achieve personal development, educational activities should be comprehensive, not only in the form of instructional activities (teaching), but include activities that ensure that each student personally receives services so that they can develop optimally. The desired educational activities as mentioned above are educational activities characterized by good administration, adequate curriculum and teaching and learning processes, and personal service to students through guidance. In this connection, guidance has a very important role in education, namely helping each individual student to develop optimally. Thus, the actual results of education will be reflected in the personal development of students both academically, psychologically, and socially.

Children with special needs are also referred to as children who have very special characteristics, both physically, mentally, socially and emotionally. Children with special needs have the same right to obtain a better education, this has been mandated by the government which is regulated in Law No. 39 of 1999 Article 54. Every child who is physically or mentally disabled has the right to receive care, education, training and assistance. at the expense of the

state, to ensure that his life is in accordance with human dignity, to increase self-confidence and the ability to participate in the life of society, nation and state.

This shows that children with special needs have the right to have the same opportunities as other children. Children with special needs (Heward) are children with special characteristics that are different from children in general without always showing mental, emotional or physical incapacity. What is meant by children with special needs are: blind, deaf, mentally retarded, quadriplegic, tundra, cerebral palsy, learning difficulties, autism, behavioral disorders, gifted children, and children with health problems. Based on the explanation above, it has been shown that children with special needs must be equal in getting the same rights as other normal children, so more attention should be given to them.

The researcher conducted brief interviews with teachers who teach at one of the special schools in Dharmasaraya, stating that in special schools there is no need for counseling guidance teachers because the counseling guidance teacher doubles as a classroom teacher. According to him, the presence of guidance and counseling teachers does not have a maximum function, because those who understand and understand the condition of children with special needs are their own class teachers and, when children have problems, evaluations are immediately carried out by teachers, parents and school principals. Based on the problems that occurred, this research was carried out with the aim of seeing how important counseling and guidance services are in special schools, especially for children with special needs. As well as seeing the main role of counseling guidance teachers to provide counseling guidance services to children with special needs. The difference between the research conducted now and what has been done previously by Setianingsih (2018), while this study focuses more on the importance of the services of counseling guidance teachers and the role of counseling guidance teachers for children with special needs who are in special schools.

RESEARCH METHODS

The method used in this article is a literature study from several journals written in the form of narrative articles related to the importance of counseling guidance services for children with special needs in special schools. The data analysis technique uses filtering of e-journals and other trusted articles. The criteria in the title are about counseling guidance for children with special needs and the characteristics of counseling guidance teachers, so the screening of relevant articles is the reference in making this article.

RESULTS AND DISCUSSION

Counseling guidance

As human beings, ABK has the right to grow and develop in the midst of family, community, and nation. Children with special needs have the right to school just like other siblings who do not have abnormalities or are normal. Similar to providing counseling guidance services, children with special needs have the right to get good service for all the problems experienced by children with special needs and their parents. According to Nurohman & Prasasti (20) guidance is a process of providing assistance to a person or group of students systematically by a teacher who is an expert in the field of guidance so that students or groups of students can make decisions on the problems they face and can develop their abilities so that they become individuals who independent.

In line with Article 27 of Government Regulation no. 29/90 states that: "guidance is assistance given to students in an effort to find themselves, get to know the environment, and

plan for the future". While counseling is a face-to-face relationship that is confidential, full of acceptance and giving opportunities from the counselor to the client, the counselor uses his knowledge and skills to help his client overcome his problems. (American School Counselor Association in Yusuf: 2006).

Therefore, it can be concluded that guidance and counseling is a service of providing assistance by a counselor to a client or student, so that the client can understand himself, make decisions, understand his own potential, know how to develop his potential, and have a sense of responsibility. responsible for their own decisions.

The Role of Guidance Counseling

Guidance has a very important role in education, namely helping each individual student to develop optimally, thus the actual educational results will be reflected in the personal development of students both academically, psychologically, and socially. There are three main things that become the background for the need for guidance from an educational perspective; The first is the view and the nature of education as a conscious effort in developing personality. This implies that the educational process requires a broader approach than just teaching. The approach in question is a personal approach through guidance and counseling services. Second, education is always developing dynamically and therefore there are always changes and adjustments in its components. Facing this development, students as students need assistance in adjusting themselves through guidance services. Third, in essence, the teacher has a role not only as a teacher, but more broadly than that, namely as an educator. As educators, teachers must be able to use a personal approach in educating their students. This personal approach is realized through mentoring services.

The child with special needed

Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional, or physical incompetence. There are various types of children with special needs, the types are as follows: *Blind*: Rendy Roos Handoyo JPK (special education journal) 12 (2), 96-111,2016 blind children are individuals whose visual senses are damaged and experience visual impairment ., *Tunagrahita*: a term in Indonesian that describes a person with intellectual disability or intellectual disability. Children with mental retardation have intellectual limitations., *Tunalaras*: that mentally retarded children are children who behave inappropriately with the environment by showing opposition to social norms such as stealing, disturbing, and hurting others., *Autism*: defined as a condition someone who is extraordinarily cool with himself. *Physically impaired*: children who have limitations in carrying out physical activities also experience intellectual development barriers, Speech impairment: or speech disorders., *Deaf*: shows hearing difficulties from mild to severe, which are classified into deaf and hard of hearing sections.

Counselor Characteristics

Counselors or supervising teachers are the main implementers who coordinate all activities related to implementing guidance and counseling in schools. Counselors are required to act wisely, friendly, able to appreciate, and examine the condition of others, and have a good personality, because the counselor will later deal with students in particular and also other parties who have problems. Counselors also collaborate with other teachers, so that teachers can improve the quality of their services and knowledge for the success of the guidance and counseling program.

The main tasks of guidance and counseling teachers for services in schools can be described in the chart below:



Figure1. Chart Counseling guidance teacher duties

The chart above explains that the duties of a counseling teacher are numerous and have a complex role in all situations. The task of the supervising teacher is to assist students in: Personal life development, namely the field of services that assist students in understanding, assessing talents and interests, Development of social life, namely the field of services that assist students in understanding and assessing and developing social and industrial relations skills harmonious, dynamic, fair and dignified, Development of learning abilities, namely the field of services that help students develop learning abilities to attend school/madrasah education independently, Career development, namely the field of services that help students understand and assess information, and choose and make career decisions.

Based on the explanation above, it is clear that students need counseling guidance teachers in schools, to help students deal with problems and can help students develop their potential. No exception for children with special needs (ABK). The role of counseling guidance teachers in schools is the most important point in activities, both in the learning process, student interaction, socialization, and in dealing with every obstacle and obstacle faced by students and parents with special needs.

The presence of counseling guidance teachers in extraordinary schools is expected to be a means for students to deal with student difficulties, especially in socializing with their environment. Likewise, ABK students who seem reluctant to join their friends, a counseling guidance teacher can approach, get closer to students and invite students to tell about things that are their worries. Teachers can interact with children with special needs according to different characteristics.

BK teachers can also be intermediaries between parents and students, many parents are not able to understand the situation and condition of children with needs themselves. Parents can consult BK teachers in increasing students' learning motivation at home, and can ask for help from counseling guidance teachers in providing interesting home learning tricks and strategies for ABK.

Teachers must understand every characteristic of ABK students, as professional counseling teachers, teachers must learn to know what the needs of ABK students are in the socialization

process at school. as with the difficulties of parents in dealing with the learning process of ABK students, teachers can consult with BK teachers about the problems they face. ABK students who are baliq can share stories with the guidance and counseling teacher about how they feel about the opposite sex, because the puberty period for ABK students and ordinary students is different.

CONCLUSION

Counseling guidance teachers are teachers who provide guidance and counseling to students, including students with special needs in solving problems and solving problems that occur at school and looking for solutions if students experience problems. The supervising teacher (counselor) is the main implementer who coordinates all activities related to implementing guidance and counseling in schools. Counselors are required to act wisely, friendly, able to appreciate, and examine the condition of others, as well as having a good personality.

The main tasks of the guidance and counseling teacher are: organizer, informer, motivator, facilitator, evaluator, mediator, transmitter, initiator, and director. Looking at the task of the counseling guidance teacher, it can be seen that the counseling guidance teacher is able to provide services to students with special needs in special schools. Therefore, counseling guidance teachers must be present in every extraordinary school, because they can help problems faced by children with special needs who have different characters, and problems faced by parents at home can be consulted with the counseling guidance teacher provided by the school.

REFERENCES

- Setianingsih, E.K. (2018). Layanan Bimbingan Konseling Bagi Anak Berkebutuhan Khusus Melalui Pendekatann Islami di Kelas Inklusi. *Journal of Guidance and Counseling*. Vol. 2, No. 2. Universitas PGRI Semarang.
- Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 Tentang Pendidikan Inklusi Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.
- Sugiyono. 2010. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta.
- Yusuf, Syamsu dan A. Juntika, Nurihsan. 2005. Landasan Bimbingan dan Konseling. Bandung: PT. Remaja Rosda Karya.