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DATA IN SUMMARY | EDUCATION, LINGUISTIC

The Role of Guidance and Counseling Teachers in Developing Student Potential

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Abstract: This writing research aims to understand the Role of Guidance and Counseling Teachers in developing student potential. The method in this writing uses the library research method or literature study as the main approach. This method includes collecting and analyzing data from various relevant written sources, including books, journals, scientific articles, and other documents related to the role of teachers in developing student potential. By using this library research method, the researcher conducted a systematic review and identification of journals which in each process followed the steps that had been set. The data analysis techniques used were clarifying, concluding, and concluding. The results of this journal writing research are: 1) Student Potential Development Strategy and 2) Guidance and Counseling Teachers' Efforts to Improve Students' Academic Achievement.

Keywords: Role of Guidance and Counseling Teachers, Student Potential.

1. INTRODUCTION

Education is a process of self-development that enables a person to live life in a variety of ways, one of which is through learning. Learning becomes a vital activity when addressing ignorance of something (Afifah & Nasution, 2023). Education is inextricably linked to attempts to increase student quality (Harita et al., 2022). Therefore, the teacher must play an essential role in education (Amaliyah & Attadib, 2021). Teachers' roles in education extend beyond subject matter to encompass character development and student potential. The guidance and counselling teacher is an important component in this regard. Guidance and counselling academically (Syiahfitri & Daulay, 2023)

Guidance and counselling Teachers serve as the primary coordinators of Guidance and Counselling services at the school, assisting students in overcoming personal, social, learning, and career challenges in order for them to become self-sufficient persons and develop well (El Fiah, 2014) (Riyadi et al., 2019) Have a significant role in coping with many phenomena that occur in the school environment, as well as in developing the quality of students' personalities into autonomous persons (Hidayati, 2017). Guidance and Counselling Teachers are teachers who have a higher duty for helping pupils realise their potential. Guidance and Counselling Teachers are primarily responsible for leading students through challenges and assisting pupils in making independent decisions. Advice and Guidance Teachers offer learning, career, social, and personal guidance in compliance with PERMENDIKBUD number. 111 of 2014. Guidance and counselling Teachers must possess four competencies (Azmatul Khairiah Sari et al., 2021). Competency includes personality, professional, social, and pedagogical. Professional competence is an essential skill for teachers because they must be professionals in the field they teach in. Professionalism suggests that he is an expert in providing guidance and counselling services. Teachers' social competence refers to their flexibility in dealing with students. While pedagogical competence refers to teacher ability in the field of education to teach and learn both in and out of the classroom.

Guidance & Counselling Services enable students to overcome obstacles and realise their full potential. According to the fundamental concepts of Guidance and Counselling Services include attention to individual development, sensitive periods, continual development, and the provision of a development environment. This condition is supposed to help students develop to their full potential. In the area of education, guidance and counselling teachers play an important role in helping students reach their full potential. Direction and Counselling teachers are responsible not only for academic direction, but also for students' emotional, social, and professional growth. In this post, we will go over the role of teachers, their responsibilities, and guidance and counselling strategies that can be used in schools. The purpose of this study was chosen based on the description above, which is to investigate the function of guidance and counselling teachers in developing student potential.

2. RESEARCH DESIGN AND METHOD

This journal article uses the Systematic Literature Review (SLR) technique. SLR is a research approach for performing a comprehensive scientific synthesis of relevant research in a certain topic (Kitchenham et al., 2009). SLR is a structured and methodical method for gathering, evaluating, and analysing information or evidence from scientific publications (Pratidina & Novaliyosi, 2024). The primary objective of SLR is to systematically discover, assess, and summarise literature relevant to the study objectives (Utomo et al., 2024). This study uses three steps to conduct SLR, namely: Planning, Conducting, and Reporting (Wahono, 2015).

3. RESULT AND DISCUSSION

3.1. Definition of Guidance and Counseling

According to PERMENDIKBUD number 111 of 2014, Guidance and Counselling services are systematic, objective, logical, and long-term efforts carried out by counsellors or Guidance and Counselling teachers to facilitate the development of students/counselees to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realise themselves responsibly in order to achieve happiness and well-being in life. In general, guidance and counselling aim to assist individuals in overcoming obstacles, developing potential, and achieving life objectives. In educational settings, BK teachers serve as facilitators, assisting students in discovering and developing their abilities and interests.

3.2. Function of guidance and counseling services

Guidance and counselling serve as service providers for students, ensuring that each student develops optimally and grows into entire and autonomous individuals. According to Kamaluddin (2011) the functions of guidance and counselling are:

1. Understanding function

The understanding function is the function of guiding and counselling that leads to specific parties understanding something in accordance with student development goal.

2. Prevention Function

The prevention function is the role of guiding and counselling that results in preventing or avoiding numerous problems that may arise and interfere, hinder, or cause difficulties, as well as certain losses in the developmental process.

3. Alleviation Function

Guidance and counselling services provided through this alleviation function will result in the alleviation or settlement of a variety of student concerns. Guidance and counselling services attempt to assist students in resolving problems of various types and severity.

4. Maintenance and Development Function.
The maintenance and development function are a guiding and counselling function that results in the maintenance and development of various potentials and good conditions for students in the framework of their growth in a directed, steady, and long-term manner.
5. Advocacy Function.
The advocacy function is a guiding and counselling function that results in student advocacy or defence as part of attempts to maximise all potentials.

Furthermore, according to Herr and Cramer in (Audrey et al., 2023), there are four key purposes of career counselling in the context of education, which are:

1. Attracting, recruiting, and selecting students to determine their educational possibilities at school. This is relevant considering the wide range of educational options offered to prospective students. Attracting individuals with the necessary talents and motivations is a top priority for educators.
2. Assisting in the selection of students for enrolment in various education programmes, including assessing each student's abilities and preferences in relation to their possible future success and enjoyment.
3. Students engaged in school must have access to learning about work-context skills and career development, as well as specific technical and occupational components.
4. Developing decision-making skills is an important part of student placement, particularly to help students focus on their learning capacity and performance, raise awareness of their options, prepare for and provide access to them, and provide guidance on job search and interview behaviour.

According to Laia et al. (2022), the functions of guidance and counselling include understanding function, maintenance function, development function, prevention function, alleviation function, advocacy function (Sukatin et al., 2022) counselling services and guidance serve a variety of tasks. Guidance and counselling services, particularly in schools, serve numerous objectives, including a). Prevention function, b). Understanding function, c). Alleviation function, d). Maintenance function, e). Distribution function Function, f). Guidance and counseling adjustment function, g). Guidance and Counseling development function, h). Improvement function (healing), i). Advocacy function. According to Sugiyono et al. (1987) in Telaumbanua (2016), there are three purposes of guidance and counselling:

1. Distribution Function (Distributive).
This duty includes assisting with school activities, such as placing students in study groups, among others
2. Adjustment Function (Adjustive.)
The adjustment function is a guiding function that helps students achieve healthy personal adjustment. Students are helped to face and solve their concerns and difficulties.
3. Adaptive function.
The adaptation function is a guidance function that assists school professionals, particularly teachers, in tailoring instructional programmes to the unique qualities and personal needs of pupils. In this role, the guide provides the teacher with information about the students' traits, needs, interests, and abilities, as well as their obstacles. Using this information, the instructor attempts to plan learning experiences for his students. So that students can acquire learning experiences that are relevant to their talents, ideals, needs, and interests.

3.3. *The scope of guidance and counselling services in schools*

According to W.S. Winkel's (Sholeh, 2017), the scope of guiding and counselling in schools comprises assistance efforts in the areas of personal guidance, social guidance, study guidance, and career guidance.

1. Tutoring

Tutoring involves assisting students in developing themselves, attitudes, and good learning habits to master knowledge and skills and prepare them for further education. Tutoring, also known as academic advising, is the process of determining the best way to learn, selecting the best study programme, and overcoming challenges associated with the demands of learning at an educational institution.

2. Personal guidance

In personal guidance, assist students in discovering and developing a personality that is faithful and devoted to God Almighty, stable and independent, and physically and psychologically sound. Personal Guidance, as defined in Permendikbud no. 111 of 2014, is the process of assisting students/counselees to understand, accept, direct, make decisions, and realise their decisions responsibly regarding the development of their personal aspects, so that they can achieve optimal personal development and happiness, well-being, and safety in their lives.

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4. Social guidance

In the discipline of social guidance, students are taught to understand and relate to their social surroundings through noble character, social and state responsibility. Social Guidance refers to the process of building human relations with people in a variety of settings. More specifically, Social Guidance is the process of counsellors assisting students/counselees in understanding their environment and being able to interact socially positively, being skilled in social interaction, being able to overcome social problems they encounter, adapting and having harmonious relationships with their social environment in order to achieve happiness and meaning in their lives.

5. Career guidance

Career guidance is guidance in preparing for the world of work, in selecting a specific field of work or position/profession and equipping oneself to be ready to hold that position, and in adapting to the many needs of the field of work into which one has entered. Career advising assists students in planning and developing their future careers.

6. Students' Self Potential

According to KBBI, Self Potential is a person's ability or characteristic that has not been fully utilised. As a result, it is possible to conclude that self-concept is a fundamental skill of pupils that remains hidden and must be developed through training and education.

Nur Riona (2024) defines four self-potentials, which include:

1. Physical Potential

People with physical potential typically have qualities relating to fitness, flexibility, balance, and motor skills.

2. Social Potential
People with social potential have a high level of empathy, excellent communication skills, and an ability to grasp the perspectives of others.
3. Emotional Potential
The abilities possessed by people with emotional potential include understanding other people's feelings readily, and having an excellent comprehension and management of emotions compared to most people.
4. Intellectual potential
A person's intellectual potential produces the ability to memorise, analyse, think critically and abstractly, and remember things well.

3.4. *Improving students' academic achievements*

Guidance and counselling have a considerable impact on student academic progress (Apriyanti et al., 2023). Comprehensive guidance and counselling services can assist students in reaching their full potential, improving their study motivation, developing positive character, problem-solving abilities, and learning skills. As a result, it is critical that schools give high-quality assistance and counselling to all their pupils. According to (Rahmah, 2024), guidance and counselling (BK) play a vital role in helping students attain academic success. Comprehensive guidance and counselling services can benefit students in a variety of ways, including:

1. Self-potential development
Guidance and counselling services assist students in recognising their own potential and talents, allowing them to select a major or study programme that best suits their interests and abilities. This can improve kids' learning motivation and academic performance.
2. Increasing motivation in learning
Guidance & Counselling Services assist students in developing strong and long-term motivation for learning. Guidance and Counselling Services can be delivered through a variety of programmes, including individual counselling, groups, and tutoring.
3. Character-building services
Guidance and Counselling Services help kids develop strong character traits such as discipline, accountability, and cooperation. Positive character can help pupils reach their learning goals.
4. Problem solving
Guidance and Counselling Services assist students in resolving personal, social, and academic issues that arise. This can help pupils focus on their studies and get better academic results.
5. Developing Learning Skills
Guidance and Counselling Services assist students in developing effective learning skills such as reading, writing, and time management strategies. Students with strong learning skills can better understand their subjects and attain academic success.

3.5. *The Role of Guidance and Counselling Services in Developing Student Potential*

Guidance and counselling are the primary components of student guidance in schools. Guidance and counselling teachers have full obligations, responsibilities, authority, and rights when conducting guidance and counselling activities for a group of pupils. Guidance and counselling are provided by a counsellor who meets the requirements for a Guidance and Counselling Teacher under applicable laws and regulations. Guidance and Counselling Teachers help students develop their abilities and tackle various challenges on their own. Guidance and counselling instructors work together to assist students with challenges, improve their learning, and create suitable learning environments. Guidance and counselling teachers are professional tasks, which means they have been formally prepared by authorised educational institutions. They are educated to master a set of competencies required for guidance and counselling work, and they are intentionally formed and prepared to become professional staff in guidance and counselling. In developing students' potential, we must first

recognise that it is a basic ability that has not been adequately refined. Basic talents are typically expressed as skills and knowledge, such as athletics, singing, social sciences, mathematics, and others. It is possible for someone to attain success in specific industries by developing their potential, but this requires practice, knowledge, experience, and motivation. Someone who has the potential for musical talent but does not have the opportunity to develop it, as well as someone with athletic talent, cannot develop and manifest effectively. In contrast, someone who has access to strong sports facilities and education but lacks musical potential will be unable to fully develop their musical abilities. Based on the findings of the study, we can conclude that the role of guidance and counselling teachers in developing students' potential is four, specifically:

1. **Informatory**
Guidance and counselling Teachers with established Services deliver all information based on student needs and independent competency levels. Understanding and prevention play a significant role in student development.
2. **Mediator**
Guidance and Counselling instructors serve as liaisons between students, subject instructors, parents, and other stakeholders. Guidance and Counselling Teachers are extremely important as mediators when pupils are having difficulty speaking with parties. For example, when children with athletic potential desire to continue their studies but their parents do not support them, the BK instructor must work as a mediator to ensure that the parents' actions do not interfere with the student's growth.
3. **Facilitator**
Guidance and counselling Teachers help pupils meet their demands for services to comprehend, avoid, and eradicate, among other things. Comprehensive Guidance and Counselling provides professional guidance and counselling services to students.
4. **Motivator**
According to the Philosophy of Education, *tut wuri handayani*, which means that students are encouraged/motivated from behind the teacher. Guidance and Counselling Teachers must be connected to their students. Guidance and Counselling Teachers must always express gratitude for each student's success and positive changes as part of the maintenance and growth process.
5. **Collaborator**
Guidance and Counselling Teachers cannot handle children alone; they must collaborate with a variety of stakeholders, including Subject Teachers, Parents, Psychological Testing Institutions, and others. For example, not all Guidance and Counselling Teachers hold test licences, necessitating cooperation/collaboration with Testing Institutions to establish students' intelligence and interests.

4. CONCLUSION

Guidance and counselling teachers play an important part in helping students realise their full potential. Teachers of guidance and counselling can assist students accomplish their academic goals by taking the correct approach and providing constant support. Students can develop not just academic abilities, but also social and emotional skills, as well as make sound career decisions, by receiving comprehensive assistance and counselling. This study suggests that schools improve the effectiveness of guidance and counselling by providing training and infrastructure for guidance and counselling teachers, encouraging collaboration among guidance and counselling teachers, other subject teachers, and involving students' parents.

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