

Counseling Teacher Solutions in Conflict Management

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ABSTRACT: *Students have a significant role in the success of a lesson. Students' success is in the hands of educators who guide them to understand, solve, make decisions, be responsible, and become independent human beings. Hence, this research focuses on Counseling Teacher Efforts, whose leading task indicator is being able to provide services to students. This study uses an interpretive paradigm through a qualitative approach, types of case studies, data collection techniques using in-depth interviews and observation, data analysis using Miles Huberman's theory, and checking the validity of the data by triangulation. This research resulted in counselling teacher guidance efforts with an emotional and spiritual quotient (ESQ) in collaboration with religion teachers (continuous subject integration) and with outbound parenting efforts through scheduled extracurriculars. This study expands its setting and orientation by integrating subjects in the process, demonstrating the role of the Counseling Teacher, as exceptional cases illustrate the need for combined training.*

Peserta didik termasuk peran utama dalam keberhasilan suatu pembelajaran. Keberhasilan peserta didik ada di tangan para pendidik yang menuntun mereka dapat memahami, memecahkan, mengambil keputusan serta bertanggung jawab dan menjadi manusia yang mandiri, maka penelitian ini fokus kepada Upaya Guru Bimbingan Konseling yang tugas utama indikatornya adalah dapat memberi pelayanan kepada para peserta didik. Penelitian ini menggunakan paradigma interpretif melalui pendekatan kualitatif, jenis studi kasus, teknik pengumpulan data menggunakan wawancara mendalam dan observasi, analisis data menggunakan teori Miles Huberman, pengecekan keabsahan data dengan triangulasi. Penelitian ini menghasilkan upaya guru bimbingan konseling (BK) dengan pendekatan emosional dan spiritual (ESQ) berkolaborasi dengan guru agama (integrasi mata pelajaran keberlanjutan) dan dengan upaya *outbound parenting* melalui ekstrakurikuler terjadwal. Kajian ini mengembangkan setting dan orientasinya dengan mengintegrasikan mata pelajaran dalam prosesnya, ini menunjukkan

peran Guru bimbingan kosenling (BK), karena kasus-kasus spesifik menunjukkan kolaborasi terintegrasi dibutuhkan.

Keywords: *Counseling Teacher and Conflict Management*

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I. INTRODUCTION

Education is included in universal activities in the most important scope of human life. Education is an effort carried out with full awareness by educators who guide or lead students. Education is also interpreted as an educator's effort towards students to achieve maximum positive development (Putra, 2019). Education determines the civilization of a human group and how the successors in a human group can continue their existence properly and correctly. Education is carried out to pass on all matters relating to human life to their successors (Muhardi, 2004).

This explanation is a concept from the oldest education. At this time, the concept of education has various meanings from experts; the point is that education is a human effort to make humans afterwards able to understand everything that exists (Hidayatulloh, 2014). Education is a process of learning knowledge as well as skills.

Education is currently running with careful planning and a special place for the implementation of education in any way; at this time, many educational institutions are not only an inheritance of human knowledge to the next generation, but education is an activity to increase knowledge from various aspects.

Education takes place in a legal and accredited formal educational institution. Educational institutions have leaders who are called principals. All aspects of educational institutions are under the auspices of the school principal and are under his responsibility. The principal's leadership will influence how the quality of the led educational institutions is developed.

A leader is one person who leads many people. A leader is a person with charm that can influence other people; when a leader can influence other people towards what he leads, it can be called leadership. The influence given here is a good influence that can bring all towards the destination according to what you want to aim for (Fairus Athiyah, 2019).

Likewise, the principal must have a charm that can influence because the principal has exclusive rights in all aspects that exist in educational institutions. However, there are also several parts where the principal works with others in school institutions. One example is one of several parts that must be carried out by other people under the supervision of the principal, namely the guidance and counseling teacher (Hall, 2009).

An educator is a leader who must be wise in his leadership. Teachers or educators must be wise in carrying out learning. A leader is elected, and being a leader is not just leading. The leader must be firm and open about whom to lead. Leaders must be able to be fair as Islam views a leader as someone able and able to position himself as a human being who can bring the flame of truth and can set an example of good behaviour because the leader is *uswatun hasanah* (pattern) (Khozin, 2019).

In an educational institution, there are several types of teachers outside of the central role of a teacher, namely educators. A teacher carries out several other important roles;

one example is the guidance and counseling teacher. Counseling guidance teachers have a vital role. However, the name of the counseling guidance teacher gave the impression of a terrible name in the ears of the students. Guidance and counseling teachers are school police who will arrest and punish students who break the rules. With that, students want to avoid having business with the guidance and counseling teacher (Sulaiman, 2019). Students' fear of counseling guidance teachers causes a student not to be close to someone who should be approached for consultation on problems or other interests related to the education he is pursuing (Ghafouri & Fatemeh Mosadeghi Nik, 2021).

The perspective of understanding a guidance and counseling teacher as above needs to be corrected and even contradictory. Indeed, what is seen from the guidance and counseling teacher is his punishment of students. However, we all know how important the role of a guidance and counseling teacher is. The importance of the counseling guidance teacher's role influences the success of students in undergoing the educational process at school properly and correctly (Ghafouri & Fatemeh Mosadeghi Nik, 2021).

The guidance and counseling teacher has a role, among others, to provide services to students. The services of counseling guidance teachers aim to enable students to understand, solve and make responsible decisions. Students can also become independent human beings with responsible decisions. In addition to increasing student discipline, guidance and counseling teacher leadership in an educational institution also broaden students' insights in all aspects that are the responsibility of the counseling guidance teacher. Thus, from ourselves, we must begin to improve our understanding of guidance and counseling teachers.

II. METHOD

This study used a qualitative research method which was conducted in a situation that occurred in real or natural life to study and understand the phenomenon of events concerning the influence of the role of the guidance and counseling teacher on student success located at the Darul Fikri Islamic Boarding School, East Java, Indonesia. Research activities in natural settings intend to explain a current event by using available methods (Fadli, 2021); (Ikhwan, 2020)—data collection techniques with the stages of observation, interviews and documentation. Data analysis uses the theory of Miles and Huberman with data reduction, display and verification. Data validation using triangulation.

III. RESULT AND DISCUSSION

Counseling Guidance Teacher Planning Concept to Students

Data presentation on the role of counseling guidance teachers at the Darul Fikri Islamic Boarding School found conditions in the field for the implementation of the guidance counseling teacher role in conflict management to be balanced, due to several reasons: (1) Darul Fikri Islamic Boarding School uses a pure Islamic boarding school-based curriculum, where the Islamic boarding school curriculum stands alone from the start without integration with the general curriculum such as the current Islamic boarding schools in general which are of public interest masyarakat (Ikhwan & Yuniana, 2022); (2) guidance and counseling teachers in Islamic boarding schools are more focused on

guiding final students who will graduate; (3) counseling guidance teachers at the locus of Islamic boarding school for this study did not have a special meeting, but were directly integrated during class lessons; (4) guidance and counseling teachers as direct guides in the field provide full role models and direct motivation.

On the positive side, the guidance and counseling teacher knows the needs of students because students come directly to the guidance and counseling teacher to ask for guidance or consultation on a 24-hour basis for services to students, from the planning stage to implementation.

The initial stage determines the sequences that will be carried out to achieve a goal by determining the methods and procedures related to the target. Planning is carried out by a group of counseling teachers consisting of senior teachers to achieve the vision objectives, namely da'wah cadres who have authentic faith, are diligent in worship, have good morals, and are plenary in combining faith and piety and mastering science and technology. Planning contains core decision-making activities centred on caregivers, namely *Kyai*. Therefore planning must be done properly and correctly in order to produce a series of actions that can be used in the future (Kurniawati, 2021).

From the results of interviews with counseling teachers at Darul Fikri Islamic boarding school, counseling guidance teachers plan to develop conflict management in their leadership by communicating and deliberating to reach a consensus, equalizing vision and mission, teamwork, and division of tasks.

The first stage of planning, carried out by the counseling teacher, is communication and deliberation for consensus. With communication and deliberation, will be found problems and solutions. Communication was made with the Pondok Leadership Foundation, the Principal and the teachers involved. The results of deliberations and communication from all sharp lines and leaders are used as the basis for future implementation planning; this concept is carried out periodically at least once a semester.

After communication and deliberation for consensus, the second stage is to align the vision and mission. Unifying vision and mission can be done when communication and deliberation for consensus occur. This stage needs to be done to realize cohesiveness in the view of thinking; with equalization of vision and mission, they can walk together without any disagreements about the formulation of the guidance and counseling curriculum. After the guidance and counseling curriculum program appeared, there was a need for teamwork between stakeholders. After the communication and deliberation have produced results and the vision and mission have been arranged to produce an agreement, the next stage is teamwork.

The last stage is implementation, namely the division of tasks. Every implementation of counselling guidance must have a clear division of tasks to achieve the desired goals; in a way, when children violate rules such as skipping, a team is needed to overcome these problems.

From the planning that has been conceptualized, as explained above, several things are needed to be able to assemble the existing plans. Among the several things that guidance and counseling teachers need in planning include the drafting team and funds or finances. The guidance and counseling teacher needs the drafting team to form and assemble the plans that have been written, and one of the things that the guidance and counseling teacher needs in planning this time is the drafting team. Guidance counseling

formulators formulate for students, which include time, place, type of service, solution, and up to the evaluation.

Formulate guidance time because guidance and counseling teachers must also adjust to the Islamic boarding school curriculum, which is full of activities 24 hours a day. Apart from that, regarding the place to carry out guidance, there must also be a special place, while the types of services provided to students are by what is needed, starting from the initial screening level required, then appropriate and reliable solutions and evaluations to further strengthen and even replace them. At the same time, the funds are intended to hold psychological consultants by inviting experts from psychology who have entered into a Cooperation (MoU) with Darul Fikri Islamic Boarding School.

With perfect planning, guidance and counseling, teachers can determine what punishment is appropriate and applied correctly in conflict management that can educate students. In other words, it can make students feel deterrent without giving up on students who get punishment. In determining the appropriate punishment as desired by the guidance and counseling teacher at Darul Fikri, there are several stages, including problem formulation, information gathering, and problem-solving planning.

Implementation of Counseling Guidance Teacher Planning in Conflict Management

Implementation of the plan begins with extracting information from the counseling teacher so that the counseling teacher does not only listen to explanations from one party if a problem occurs. Counsellors or counseling guidance teachers must get complete information about students who have problems before providing guidance. Among the sources of information explored were close friends, parents, homeroom teachers, and other related sources. After getting complete information, the guidance and counseling teacher can make a careful plan or problem-solving plan so that he feels what is needed has been fulfilled and can make the right decision.

Implementation of planning begins with formulating problems that guidance counseling teachers carry out; both used in carrying out guidance and in providing solutions. This is done for the initial screening of categorization of students to manage what conflicts are going on and is directed to become a potential. Counseling guidance teachers or counselors must formulate problems in carrying out guidance so that they can provide appropriate guidance according to what students need.

Implementation of planning is the action of plans or activities carried out from a series of plans that have been arranged. The activities in question will be carried out when the planning has been prepared in detail and is ready to be implemented. A simple implementation can be interpreted as the application or action of expanding activities that adjust to each other (Mamangkey et al., 2019).

The guidance counseling teacher team at the Darul Fikri Islamic Boarding School formulated guidance programs together with the team before carrying out all the plans that had been arranged. The formulation of the guidance program includes personal guidance, group counseling, study guidance and career guidance.

In the implementation of the guidance program carried out by teachers in managing existing conflicts, they only facilitate ideas and ideas that are explored by students, including funding, guidance rooms (BK rooms), teams or groups, and administration of counselling guidance carried out by particular admins (from a junior psychologist or student practice apprentice).

After the funds are available to carry out their role as guidance and counseling teachers, a unique guidance environment is needed to realize optimal and humanist services. There must be a representative room, namely the administrative consulting room and the lobby. Furthermore, what is needed is a team or group that integrates, consisting of the CG structure, school principals, CG teacher coordinators, CG teachers, homeroom teachers and students as objects. This team must take action in carrying out guidance or when facing a problem. Finally, what is needed by the CG teacher is CG administration. CG administration is needed as a complete administration in guidance.

Of all the implementation and needs of guidance and counseling teachers at the Darul Fikri Islamic Boarding School, there are also several obstacles that guidance and counseling teachers face. Several problems or obstacles were found in the interviews, including the need for more funding, non-representative counseling facilities, and many *pesantren* activities.

Counseling Guidance Teacher Challenges in Conflict Management

Carrying out everything will find a challenge. Challenges must be completed properly and correctly. Challenges usually start from problems that arise. From that problem arises a challenge for someone that must be resolved. Thus the need for periodic deliberations. Likewise, the implementation of planning carried out by guidance and counseling teachers at the Darul Fikri Islamic Boarding School also faced several challenges, including the dense curriculum of the Islamic boarding school and the common language used in Islamic boarding schools, namely Arabic.

The density of the Islamic Boarding School (*pesantren*) Curriculum is a challenge that guidance and counseling teachers must face. The guidance counselors in the *pesantren* must be able or able to align the planned guidance programs with the very dense curriculum of the *pesantren*. The next challenge is that because the *pesantren* curriculum is in Arabic, the counseling teachers at this *pesantren* must also be required to understand the official language of the *pesantren*, namely Arabic.

From some of the challenges above, guidance and counseling teachers at the Darul Fikri Islamic Boarding School must be able to solve them by aligning the counseling curriculum with the Islamic boarding school curriculum and guidance and counseling teachers must be skilled in Arabic. Aligning the CG curriculum with the *pesantren* curriculum is carried out so that everything the CG teacher has planned can be implemented. Related to the previous challenge, the solution that was carried out by the counseling teacher at the Darul Fikri Islamic Boarding School was to align the counseling curriculum with the *pesantren* curriculum. That way, the planned program can run as planned.

From the findings and discussion above, the author can describe it in a mind-mapping diagram so that readers can easily understand the flow of the guidance and counseling teacher's role in conflict management as follows:

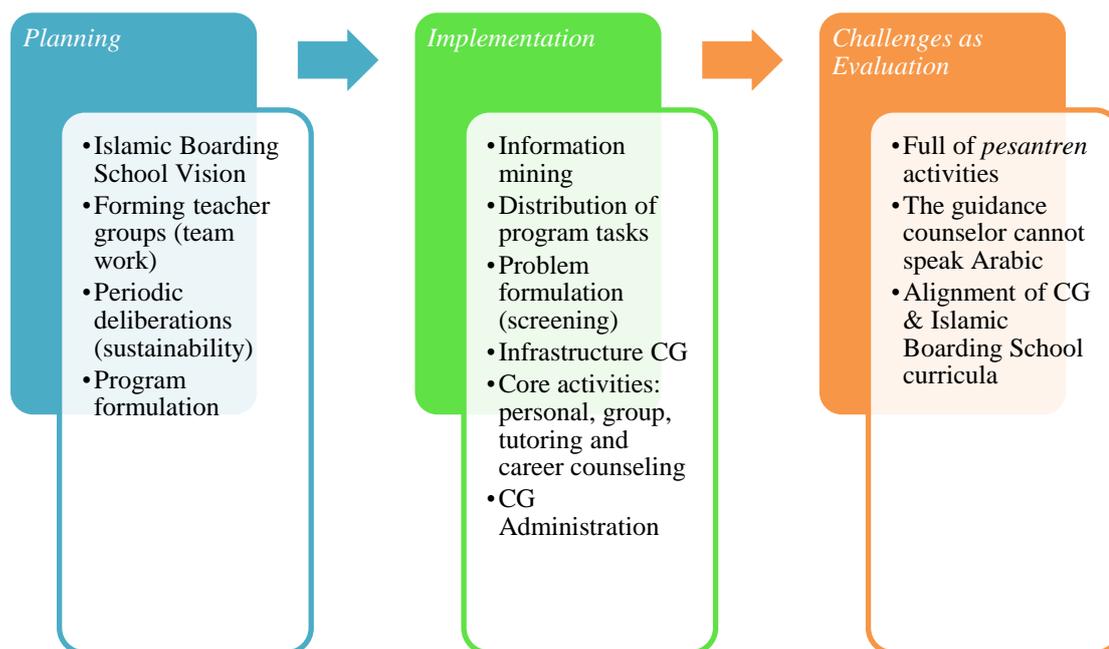


Fig 1. The Process of the Role a Counseling Teacher in Conflict Management

IV. CONCLUSION

CG teachers encounter environmental challenges from all planning stages to implementing the BK curriculum program above. The environmental challenge faced by guidance and counseling teachers at the Darul Fikri Islamic Boarding School is the *pesantren* environment where in fact, the application of student guidance has been regulated in the *pesantren* curriculum under the auspices of musyrif, because the majority of students in the *pesantren* are mukim. Furthermore, the density of Islamic boarding school activities where the application of the CG curriculum requires alignment with the *pesantren* curriculum. Besides that, another challenge is environmental issues related to communication tools in Islamic boarding schools that use Arabic. Guidance and counseling teachers must be able to follow the traditions of the *pesantren* to implement the planned program. Some of the challenges above need to implement in the CG curriculum program to run smoothly. The CG program continues according to plan by aligning with the existing challenges. Having obstacles is not a reason to end something you want to do, but it is used as a potential opportunity.

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