



The Game Of 'What Falls' Through Information Services At Senior High School I Kurun, Kuala Kurun

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Article Information	ABSTRACT
Received: July 2023	A teacher is highly expected for the benefit of effectiveness and efficiency of Guidance and Counseling services in schools. Teachers can also act as mentors for their students. One of the government's policies is to promote guidance and counseling in schools to assist the educational process and the quality of human resources. The purpose of this study " is to know teachers' participation in using the game "What Falls" through information services at Senior High School I Kurun, Kuala Kurun. "The sample consisted of 51 teachers in the school. The main data collection tool uses the Check List technique, namely, a way to obtain data by making a list of questions addressed to all teachers at Senior High School I Kurun, Kuala Kurun. Researchers use percentage calculations to analyze the data to test the reality that there is teacher participation in schools in implementing group guidance services. The results showed that almost all of the components of the objectives in the study were carried out at a fairly high percentage of 100% by the teachers at the school. This means teachers participate in and support information services at Senior High School I Kurun, Kuala Kurun.
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INTRODUCTION

Teachers are an important profession in schools. Why is it called important because the teacher is the implementer and responsible for learning activities in school? However, this does not mean that teachers are completely free from guidance and counseling service activities because these two professions are professions that help each other for student success. The role and contribution of teachers are still highly expected for the sake of the effectiveness and efficiency of Guidance and Counseling services in schools. Teachers can also act as mentors for their students. Wina Sanjaya (2006: 342) states that one of the roles played by teachers is as a guide, and to be a good guide, the teacher must understand the children they are guiding. Even more specifically, teachers must be partners in helping to make the Guidance and Counseling Services program successful in schools. This is as stated by Prayitno that there are several roles of teachers in helping the Guidance and Counseling program:

Helping to promote guidance and counseling services to students : (1) Helping guidance teachers/counselors identify students who need guidance and counseling services and collecting data about these students. (2) Transfer students who need guidance and counseling services to the supervising teacher/counselor (3) Accepting students from handover teachers/counselors, namely students who require the

guidance teacher/counselor to require special teaching/training services (such as teaching/remedial training, enrichment programs). (4) Help develop the classroom atmosphere, teacher-student relationships, and student-student relationships that support implementing guidance and counseling services. (5) Provide opportunities and convenience for students who require guidance and counseling services/activities to participate in/carry out the intended services/activities. (6) Participate in special activities for handling student problems, such as case conferences. (7) Assist in gathering information needed to assess guidance, counseling services, and follow-up efforts. (Prayitno and Erma Anti, 2001: 232). Paying attention to the opinion above clearly signals that the Guidance and Counseling Services Program in Schools is an important part that is integrated and cannot be separated from the school program. Guidance and counseling will work as a system in synergy with other components in the school, such as Instructional (teaching) and educational administration and supervision. These three are pillars for developing students' potential (Mortensen and Schmuhrer (in Soli Abimayu 1996: 221). Teachers must help and collaborate in implementing Guidance and Counseling programs optimally in schools. Thus, to help the educational process and the quality of human resources, one of the government's policies is to promote guidance and counseling in schools following the Minister's Decree on January 15, 1975 No. 008d/1975 and

008e/1975, further confirmed by Decree No. 84/1993 and No. 118/1996, and finally contained in the 2013 curriculum is specialization. To help counsees overcome their problems, a supervisor must invite parties closer to students, especially teachers at school. With the tasks given to teachers as above, if they are carried out with a sense of full responsibility and greater awareness in assisting the guidance service program, the learning and teaching process at school will run smoothly. Participation is very important to achieve common goals in an organization. Without participation from teachers in schools, education can't run well. Teachers in schools are the first people in formal education to shape the attitudes and character of students in a school. In addition, teachers must be able to provide role models and direction and become role models for their students. Indirectly, teachers at school are mentors who are very close to students because teachers are always in the classroom. After listening to this opinion, teachers at school are the main partners in assisting guidance and counseling programs because teachers are in close relationships with students, supervising student behavior and activities in the classroom. The author sees that the Guidance and counseling program in the Guidance and Counseling Unit has a division of Guidance and counseling service tasks involving teachers at the school. But is this task carried out with the teacher's duties and responsibilities as a partner in the Guidance and counseling program at Senior High School I Kurun, Kuala Kurun, or is it not carried out well by the teacher? The phenomenon researchers found is the lack of methods teachers possess to increase children's learning concentration in class. This interests researchers further regarding teacher participation in helping implement the Guidance and Counseling program at Senior High School I Kurun, Kuala Kurun, related to student learning concentration in class.

METHOD

Table 1. Checklist Answer Criteria

Number	Explanation	Percentage (%)
5	Always	81-100%
4	Often	51-80 %
3	Sometimes	21-50 %
2	Rarely	10-20 %
1	Never	00

Several methods are also used to help analyze and discuss research results to synergize with the research objectives, namely observation. Observation is a way of collecting data by looking directly at the place or object at the research site. Observations were conducted in this connection at Senior High School I Kurun, Kuala Kurun. This observation was conducted to observe teachers' participation at schools in

This research uses quantitative descriptive methods to make plans in a systematic, factual, and accurate manner regarding the population's facts and characteristics so that the research results will draw conclusions that only apply specifically to the research object, namely Senior High School I Kurun, Kuala Kurun. The characteristics of descriptive methods are: (1) Focusing on actual problems, (2) The data collected is first compiled, explained, and then analyzed.

Population or Universe is the total number of analysis units whose characteristics will be estimated (Ida Bagus Mantra and Kasto, 1987:152). Following the research object, the research population was determined: all Senior High School I Kurun, Kuala Kurun teachers. The sample is part of the population. The population in this study is classified as homogeneous. Considering that the homogeneity is quite significant and considering costs, energy, and time (Moh. Nazir, 1983: 333), 50% was taken as a sample. This aligns with Winarno Surahmad's opinion: "If the population is quite homogeneous with a population under 100, a sample of 50 can be used. %, but there are times when sampling is eliminated by including the entire population as a sample, that is, as long as the population is known to be limited (Winarno Surachmad, 1989: 100). In connection with the opinion above, the entire sample was used as a population, namely 51 teachers. The main data collection tool uses the Check List technique, namely, a way to obtain data by making a list of questions addressed to all teachers in schools at Senior High School I Kurun, Kuala Kurun. In carrying out this checklist, the author emphasizes the checklist, the answers to which are available with several possibilities. The respondent answered that he just had to choose one of the answer criteria in the checklist to explore the participation of teachers in schools in information services research activities, specifically using the "What's Falling" game method. The criteria used in concluding are numbers, as in the table 1 below :

assisting Information Services by using the game "What Falls" to facilitate the next research steps. Interviews. Interview is a data collection technique by conducting interviews with teachers at the school and school staff officers as well as administration at Senior High School I Kurun, Kuala Kurun, to clarify the results of the checklist List, which the author still doubts in conducting research. Documentary. The

documentary is to learn about teachers' situation in their field of study and how they participate in helping Information Services at Senior High School I Kurun, Kuala Kurun. Implementation of data collection. Check List. The checklist that has been tested is then re-arranged and distributed to teachers in schools that have been sampled in this research.

- How to Present Data. The author presents the collected data in tabulated form and explains each question item.

- Data analysis technique. To analyze the data to test the fact that there is participation of teachers in the field of study in the implementation of information services, the author uses a percentage calculation whose formulation is as follows:

$$P = \frac{F}{n} \times 100\%$$

Information :

P: Percentage

F: Is the number or frequency of answers given via the checklist?

n: Is the number of samples. (Winarno Surachmad, 1989: 101)
Calculating the number of respondents' support for the problems of teacher participation in schools, which the author describes in the checklist questions.

RESULTS AND DISCUSSION

The data presented below is based on the checklist results circulated to all Senior High School I Kurun and Kuala Kurun teachers. The question items in the checklist were compiled by researchers based on theories related to the activities of implementing Guidance and Counseling programs in schools. By looking at the results of the data analysis below, we will get

a picture of the state of teacher participation in schools in assisting information services with the game "What Falls" at Senior High School Negeri I Kurun, Kuala Kurun. The data is presented in several tables 2 below:

Table 2. Percentage of Respondents' Answers in Collecting Student Data in Assisting Guidance and Counseling Officers at School

No	Alternative Answers	Frequency	Percentage
a.	Always	3	10,9 %
b.	Often	3	21,7 %
c.	Sometimes	44	54,3 %
d.	Rarely	1	13,1 %
e.	Never	0	0 %
Amount		51	100%

From the results of the analysis in Table 2 above, it can be seen that the participation of teachers in schools in helping collect student data, always three people who answered, namely

(10.9%) and often three people, namely (21.7%) and sometimes as many as 44 people, namely (54.3%) while rarely one person answered, namely (13.1%).

Table 3. Percentage of Respondents' Answers in Paying Attention to Observing Student Behavior in Class

No	Alternative Answers	Frequency	Percentage
a.	Always	3	8,7 %
b.	Often	3	28,3 %
c.	Sometimes	44	58,7 %
d.	Rarely	1	4,4 %
e.	Never	0	0 %
Amount		51	100%

Based on Table 3 above, it can be seen that the participation of teachers at school in paying attention and observing the behavior of students in the classroom who always answer is three people, namely (8.7%) and who answer often is three

people, namely (28.3%) and those who answered sometimes were 44 people, namely (58.7%) while rarely as many as one person, namely (4.4%).

Table 4. Percentage of Respondents' Answers Regarding Students Who Need Special Assistance

No	Alternative Answers	Frequency	Percentage
a.	Always	3	17,4 %
b.	Often	3	26,1 %
c.	Sometimes	44	47,7 %
d.	Rarely	1	8,7 %

e.	Never	0	0	%
Amount		51	100%	

From Table 4 above, it can be seen that the class teachers always answered as many as three people, namely (17.4%) and often as many as three people, namely (26.1%) and sometimes

as many as 44 people, namely (47, 7%) while only one person rarely answered, namely (8.7%).

Table 5. Percentage of Respondents' Answers in Personal Recording of Students Who Have Different Behavior from Other Students

No	Alternative Answers	Frequency	Percentage	
a.	Always	1	15,2	%
b.	Often	5	21,7	%
c.	Sometimes	44	50	%
d.	Rarely	1	13,1	%
e.	Never	0	0	%
Amount		51	100%	

In Table 5 above, it can be explained that one teacher in the school always answered, namely (15.2%). Five people often answered, namely (21.7%), and 44 people sometimes

answered, namely (50%), while only one person rarely answered, namely (13.1%).

Table 6. Percentage of Respondents' Answers in Helping to Provide Information Services

No	Alternative Answers	Frequency	Percentage	
a.	Always	0	0	%
b.	Often	1	13	%
c.	Sometimes	3	23,9	%
d.	Rarely	44	43,5	%
e.	Never	3	19,6	%
Amount		51	100%	

In table 6 above, it shows that the teachers at the school always answered none, while 1 person often answered, namely (13%) and three people sometimes answered, namely (23.9%), 44

people rarely answered, namely (43.5%), and three people never did, namely (19.6%).

Table 7. Percentage Of Respondents' Answers Regarding Cooperation With Guidance Officers In Developing Guidance and Counseling Study Programs In Schools

No	Alternative Answers	Frequency	Percentage	
a.	Always	0	0	%
b.	Often	1	4,3	%
c.	Sometimes	3	28,3	%
d.	Rarely	44	56,5	%
e.	Never	3	10,9	%
Amount		51	100%	

In Table 7 above, it can be seen that there are teachers in the school who answered no, one person answered, namely (4.3%), and sometimes three people, namely (28.3%), while

those who answered rarely as many as 44 people, namely (56.5%) and never as many as three people, namely (10.9%).

Table 8. Percentage of Respondents' Answers in Helping Provide Information Services to Students at School

No	Alternative Answers	Frequency	Percentage	
a.	Always	3	8,7	%
b.	Often	3	15,2	%
c.	Sometimes	44	73,9	%
d.	Rarely	1	2,2	%
e.	Never	0	0	%
Amount		51	100%	

From Table 8 above, it can be seen that teachers at the school always answered three people, namely (8.7%), often three

people, namely (15.2%), and sometimes 44 people, namely (73.9%).) and only one person answered rarely, namely (2.2%).

Table 9. Percentage of Respondents' Answers in Giving Information Services to Guidance Officers Regarding Student Conditions

No	Alternative Answers	Frequency	Percentage
a.	Always	4	6,5 %
b.	Often	3	82,6 %
c.	Sometimes	44	10,9 %
d.	Rarely	0	0 %
e.	Never	0	0 %
Amount		51	100%

In Table 9 above, it can be seen that the class teachers always answered as many as 4 people, namely (6.5%), often as many as 3 people, namely (82.6%), and sometimes as many as 44

people, namely (10, 9%) and those who answered rarely and never none.

Table 10. Percentage Of Respondents' Answers In Displaying Talents, For Example, In Accordance With The Student's Abilities And Aspirations

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4,3 %
b.	Often	3	26,1 %
c.	Sometimes	3	6,5 %
d.	Rarely	44	63,1 %
e.	Never	0	0 %
Amount		51	100%

From Table 10 above, it can be seen that the teachers at the school answered always one person, namely (4.3%), who answered often. Three people, namely (26.1%), who answered

sometimes, 3 people, namely (6.5 %) and answered very rarely as many as 44 people, namely (63.1%).

Table 11. Percentage of Respondents' Answers in Attending Meetings Within 1 (One) Year to Discuss the Role of Teachers in Assisting the Guidance and Guidance Program

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	3	13,1 %
c.	Sometimes	4	15,2 %
d.	Rarely	44	71,7 %
e.	Never	0	0 %
Amount		51	100%

From Table 11 above, it can be seen that teachers at the school often answered as many as three people, namely (13.1%),

sometimes as many as four people, namely (15.2%), who rarely answered as many as 44 people, namely (71, 7 %).

Table 12. Percentage Of Respondents Answering To Take Benefits Of In-Service-Training Regarding Guidance

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	0	0 %
c.	Sometimes	7	47,8 %
d.	Rarely	44	52,2 %
e.	Never	0	0 %
Amount		51	100%

Table 12 above shows that 7 teachers at school answered sometimes, namely (47.8%), and rarely 44 people, namely (52.2%).

Table 13. Percentage Of Respondents' Answers In Receiving Lessons About Guidance

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	3	15,2 %
c.	Sometimes	4	28,3 %
d.	Rarely	44	56,5 %
e.	Never	0	0 %
Amount		51	100%

Based on Table 13 above, it can be seen that 3 teachers at the school often answered, namely (15.2%), while four people

occasionally answered, namely (28.3%) while 44 people rarely answered, namely (56.5 %).

Table 14. Percentage of Respondents' Answers in Completing the Student Inventory with the Required Data

No	Alternative Answers	Frequency	Percentage
a.	Always	1	6,5 %
b.	Often	3	19,6 %
c.	Sometimes	44	47,8 %
d.	Rarely	3	26,1 %
e.	Never	0	0 %
Amount		51	100%

From bold 14 above, it can be seen that one teacher at school always answered, namely (6.5%), three people often answered,

namely (19.6%) and 44 people sometimes answered, namely (47, 8%), while 3 people answered very rarely, namely (26.1%).

Table 15. Percentage Of Respondents' Answers In Sending Concerned Students To Come To The Counselor So That The Students Can Get Additional Help

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	3	8,7 %
c.	Sometimes	44	52,2 %
d.	Rarely	4	39,1 %
e.	Never	0	0 %
Amount		51	100%

Based on Table 15 above, it can be seen that 3 teachers in schools often answered, namely (8.7%), 44 people sometimes

answered, namely (52.2%) and 4 people rarely answered, namely (39 1 %).

Table 16. Percentage of Respondents' Answers Emphasize Honesty Implications of the Subjects They Give

No	Alternative Answers	Frequency	Percentage
a.	Always	3	4,3 %
b.	Often	4	34,8 %
c.	Sometimes	44	60,9 %
d.	Rarely	0	0 %
e.	Never	0	0 %
Amount		51	100 %

From Table 16 above, it can be seen that three teachers at the school always answered, namely (4.3%), four people often

answered, namely (34.8%), and 44 people sometimes answered, namely (60. 9 %).

Table 17. The Percentage Of Respondents' Answers Was Conducting A "Case Study" (Researching Efforts) Of A Student And Participating In Conversations With Counselors And Other Teachers

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	3	17,4 %
c.	Sometimes	4	30,4 %
d.	Rarely	44	52,2 %
e.	Never	0	0 %
Amount		51	100 %

Based on Table 17 above, it can be seen that 3 teachers at the school answered often, namely (17.4%), 4 people sometimes

answered, namely (30.4%), and 44 people answered rarely, namely (52,2 %).

Table 18. Percentage of Respondents' Answers in Trying to Exchange Information Materials with Other Counselors and Teachers

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	4,4 %
c.	Sometimes	6	39,1 %
d.	Rarely	44	56,5 %
e.	Never	0	0 %
Amount		51	100 %

Table 18 above shows that the class teachers who answered often were 1 person (4.4%). Those who answered sometimes

were 6 people (39.1%), while those who answered rarely were 44 (56.5 %).

Table 19. Percentage of Respondents' Answers to Introduce Students to the Existence of Guidance Services at School and Encourage Their Use

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4,4 %
b.	Often	4	30,4 %
c.	Sometimes	44	54,3 %
d.	Rarely	2	10,9 %
e.	Never	0	0 %
Amount		51	100 %

In table 19 above, it can be seen that the class teachers who answered always were 1 person, namely (4.4%), 4 people answered often, namely (30.4%), while 44 people sometimes

answered, namely (54, 3%) and 2 people answered very rarely, namely (10.9%).

Table 20. Percentage of Respondents' Answers in Using Guidance Materials Available in the Library

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	0	0 %
c.	Sometimes	4	10,9 %
d.	Rarely	47	89,1 %
e.	Never	0	0 %
Amount		51	100 %

Table 20 above shows that 4 teachers at school sometimes answered, namely (10.9%) while 47 people rarely answered, namely (89.1%).

Table 21. Percentage of Respondents Answers Try to Direct Students So that They Achieve Individual Results in Each Field of Study as Maximum Possible

No	Alternative Answers	Frequency	Percentage
a.	Always	1	13 %
b.	Often	3	41,3 %
c.	Sometimes	46	26,1 %
d.	Rarely	1	19,6 %
e.	Never	0	0 %
Amount		51	100 %

Based on Table 21 above, it can be analyzed that one teacher in the school always answered, namely (13%). Three people often answered, namely (41.3%) while 46 people sometimes

answered, namely (26.1 %) and only one person rarely answered, namely (19.6%).

Table 22. Percentage of Respondents Answers Try to Direct Students So that They Achieve Individual Results in Each Field of Study as Maximum Possible

No	Alternative Answers	Frequency	Percentage
a.	Always	4	30,4 %
b.	Often	46	65,2 %
c.	Sometimes	1	4,4 %
d.	Rarely	0	0 %
e.	Never	0	0 %
Amount		51	100 %

From Table 22 above, it can be seen that 4 teachers in the school always answered, namely (30.4%), 46 people often

answered, namely (65.2%), and one person sometimes answered, namely (4.4 %).

Table 23. Percentage of Respondents' Answers Helping Students Develop Good Habits and Ways of Studying and Working

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	47	63,1 %
c.	Sometimes	3	23,9 %
d.	Rarely	1	13 %
e.	Never	0	0 %
Amount		51	100 %

Based on Table 23 above, we can see that 47 teachers in schools often answer, namely (63.1%), sometimes three

people, namely (23.9%), and one person who rarely answers, namely (13 %).

Table 24. Percentage of Respondents' Answers: Try to Discuss Students Who Need Special Attention with the Principal and Counselor

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	10,6 %
c.	Sometimes	45	47,8 %
d.	Rarely	3	23,9 %
e.	Never	2	17,4 %
Amount		51	100 %

In Table 24, it can be seen that one teacher in the school often answered, namely (10.6%), 45 people sometimes answered

(47.8%), and three people rarely answered, namely (23,4 %) and never as many as two people, namely (17.4 %).

Table 25. Percentage of Respondents' Answers Together with Guidance and Counseling Officers at Schools Discussing Problems and Needs of Students with Their Parents

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	6,6 %
c.	Sometimes	4	21,7 %
d.	Rarely	46	71,7 %
e.	Never	0	0 %
Amount		51	100 %

From table 25 above, it can be seen that one teacher at school often answered, namely (6.6%), four people sometimes answered, namely (21.7%), and 46 people rarely answered, namely (71.7 %).

From the entire table above, it can be explained that the participation of teachers at schools in assisting Information Services Using the Game "What Falls" at Public Senior High School I Kurun, Kuala Kurun, is as follows: The participation of teachers at school in helping collect student data shows that the majority sometimes answered as many as 44 people, namely 54.3%). The data collection results by school teachers support the smooth provision of assistance for student learning problems. Model of teacher participation in schools in paying attention to student behavior in the classroom. Based on data analysis in the table above, most school teachers answered as many as 44 people (58.7%). The results of paying attention to and observing student behavior by teachers at school are beneficial in dealing with student learning problems smoothly.

Teacher participation model in schools in recognizing students who need special assistance. In this case, based on the data analysis results above, most teachers in schools answered as many as 46 people, namely (47.8%). Recognizing students who need special assistance from teachers at school is very supportive of the smoothness of the student's learning process. Teacher participation at school in helping to record students who have different behavior from other students. From the data analysis above, the majority of respondents sometimes answered as many as 46 people, namely (50%). The results of personal recording of students who behave differently from other students by teachers help the smooth running of information services at school. Participation of teachers at schools in providing information services. Based on the analysis of the table above, it is evident that most respondents answered very rarely, 46 people, namely (43.5%). The results of helping information services smooth the student learning process at school. Collaborates with other guidance officers to help solve student problems. From the analysis of the table above, it is evident that most respondents answered as many as 46 people, namely (60.6%). Good cooperation between Guidance officers and school teachers supports the smooth running of the guidance and counseling program in dealing with problematic students. Not all teachers at the school are involved in helping develop the counseling guidance program. Collaboration between counseling guidance officers

and teachers in new schools is temporary (sometimes). This is proven by most teachers in the field of study who answered very rarely, as many as 44 people (56.5%).

Meanwhile, good cooperation in helping to develop information services is very necessary and must be continuous. Helping provide preventive guidance services to students at school. From the analysis of the table above, it is evident that the majority of respondents sometimes answered as many as 44 people, namely (73.9%). Providing preventive services by teachers at school really helps students' studies run smoothly. Help provide information services to Guidance officers regarding student conditions. Based on the analysis of the table above, it is evident that the majority of respondents answered as many as three people, namely (82.6%). This information service really supports the smooth running of information services in helping students succeed in their studies at the school. In channeling talents and interests that are in accordance with students' abilities and aspirations. Based on the analysis results in the table above, it is evident that the majority of respondents answered very rarely, 44 people, namely (63.1%).

Teachers at the school attend staff meetings every 1 (one) year to discuss the role of teachers in the Guidance program. Based on the analysis above, the majority answered very rarely, 44 people, namely (17.7%). In this staff meeting teachers in the field of study need to attend so that they know their duties and roles in information services. Arrangement activities to improve information services do not appear to be intensive. This is evident from the confession of most teachers in the field of study who rarely answered as many as 44 people, namely (52.2%). Most teachers in the field of study at Public Senior High School I Kurun, Kuala Kurun, do not know guidance. This is evident from the data analysis above, which shows that 44 respondents answered very rarely (56.6%).

The participation of teachers at schools in helping to carry out student inventories, most of them answered as many as 44 people, namely (47.8%). The assistance of carrying out an inventory of student data by teachers in the field of study supports the smooth implementation of information services at the school to overcome student learning problems.

Teacher participation at school in helping increase students coming to counselors. Based on the analysis results in the table above, most teachers in schools answered as many as 44 people, namely (52.2%). This assistance is meaningful for the smooth running of counselors' duties in improving school

tutoring services. Help determine the honesty implications of the courses they provide. From the analysis above, it is evident that most respondents sometimes answered as many as 44 people, namely (60.9%). With assistance emphasizing the implications of honesty for students, the participation of teachers at schools in assisting with information services will support the success of the guidance and counseling program at the school.

Model of teacher participation at school with counseling guidance officers in helping the "case study" run smoothly. Most respondents rarely answered as many as 44 people (52.2%). This will be very meaningful in information service activities at Public Senior High School I Kurun, Kuala Kurun. Communication is the exchange of information between teachers at school, with most teachers answering rarely, as many as 44 people, namely (56.5%). This case will show the smoothness of the guidance and counseling program at Public Senior High School I Kurun, Kuala Kurun, especially in information services.

The model of teacher participation in schools in introducing counseling guidance programs and functions to students, based on analysis of service data, revealed that most teachers in schools sometimes answered 46 people, namely (54.3%). Introducing the function of guidance and counseling to students is very important for the smooth running of guidance

CONCLUSION

Basically, guidance and counseling assist students individually and in groups, both problematic and non-problematic, so that students achieve optimal development. Guidance and counseling are provided so that this service is a preventative, treatment (curative), and development (perseverative) effort. Guidance and counseling in schools aim to assist educational activities so that the ultimate goal of education is achieved well. Specifically to help individuals adapt, accept their existence, and adapt well to achieve balance to a more mature level in all aspects of life. The relationship between information services and education is an integral part, a unit that cannot be separated like links in an interconnected chain. So, guidance is part of education, and education is part of guidance. Because in education, there is an element of information services. Without guidance, education can't run smoothly at school. The duties of teachers at schools in the Guidance and counseling program include assisting in the preparation stage, collecting student data, providing information, providing placement and distribution services, making plans for assisting, and follow-up services. The Guidance and Counseling Program in schools includes several factors, namely testing programs, orientation programs, data

services at school. Teachers can use all guidance materials in the library. This is evident from the results of the data analysis. Most respondents answered very rarely, 46 people (89.1%). Partisipasi guru di sekolah dalam mengarahkan siswa-siswa agar mereka mencapai hasil belajar semaksimal mungkin. Dari hasil analisis dalam tabel di atas menunjukkan sebagian besar menjawab sering kali sebanyak 3 orang yaitu (41,3 %). Teacher participation at Public Senior High School I Kurun, Kuala Kurun, in getting to know the personalities of students who experience learning difficulties. Based on the analysis above, most respondents answered often, namely 47 people (65.2%). From the field of study, teachers who have taken a role in this will be very meaningful for group guidance services. Help students develop good habits and ways of studying and working. From the results of the analysis above, it shows that the majority of respondents answered often, namely 45 people (63.1%). Discuss students needing special attention with the school principal, guidance, and counseling teacher. The data in the table above shows that the majority of respondents sometimes answered as many as 46 people, namely (47.8%). The results of discussing students who need special attention support the smooth running of assistance for student learning problems at school. Good cooperation with teachers at school and guidance officers with parents or students.

collection programs, counseling programs, placement programs, and follow-up and evaluation programs.

Teacher participation at Kurun I State High School, Kuala Kurun, which supports the Guidance and counseling program in the following activities: Pay attention to student data in assisting the guidance and counseling program. Pay attention to student behavior in class. Recognize students who need special assistance. Note the personal characteristics of students with behavioral disorders compared to other students. Collaborate with other Guidance officers to develop a guidance and counseling program. Help organize preventive guidance for students. Help provide group guidance services to Guidance officers regarding student conditions. Complete student inventory with required data. Send concerned students to come to the counselor. Emphasize the implications of honesty in the subjects they provide. Exchange information with counselors and other teachers. Introduce students to guidance services at school and encourage them to use them. Directing students to study as optimally as possible. Please pay attention to students and get to know them well. Helping students develop good habits and ways of studying and working. Discuss student matters with the principal and counselor. Discuss student matters with the principal and counselor.

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