

Game “Three Disabled People’s Journey” Through Information Services at Junior High School 6 Palangka Raya

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ABSTRACT

Background: Teachers are important in the activities and efficiency of information services in schools. Teachers can also act as mentors for their students. To help the education process and the quality of human resources, one of the government's policies is to raise guidance and counseling in schools by the Minister's Decree on January 15, 1975 No. 008d / 1975 and 008e / 1975, the following is emphasized again by Decree No. 84/1993 and No. 118/1996, and finally contained in the Merdeka curriculum is interest and talent. Aim: The purpose of this study is "to know the participation of teachers in implementing the use of the game "trip of three disabled people" through information services at Junior High School 6 Palangka Raya ", the sample amounted to 57 teachers at the school. Method: This research uses a quantitative descriptive method to make planning in a systematic, factual, and accurate manner Regarding the facts, and characteristics of the population so that the results of this research will draw conclusions that only apply specifically to the research object, namely the teachers of Junior High School 6 Palangka Raya. 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 Junior High School 6 Palangka Raya. Result and Discussion: The results of the study showed that almost all components of the objectives in the study were implemented with a fairly high percentage of 100% by teachers in schools. This means that teachers are very involved and support information services at Junior High School 6 Palangka Raya.

Keywords: Information Services, Game "The Journey of Three Handicapped People", Junior High School 6 Palangka Raya.



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INTRODUCTION

Being a teacher is a very important profession in schools. Why is it important because teachers are the implementers, and are responsible for learning activities in schools? However, it does not mean that teachers are completely free from Guidance and Counseling services, because the two professions are professions that help each other for the success of students. 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 act as guides for their students. Wina Senjaya (2006: 342) mentions one of the roles played by teachers, namely as guides, and to be good guides, teachers must have an understanding of the children they are guiding. Even more specifically, teachers must be partners in helping to make the Guidance and Counseling Services program a success in schools, this is as stated by Prayitno that some of the roles of teachers in helping the Guidance and

Counseling program: 1). Helping to popularize Guidance and Counseling services to students. 2). Assisting guidance teachers/counselors in identifying students who require Guidance and Counseling services, as well as collecting data on these students. 3). Transferring students who need Guidance and Counseling services to guidance teachers/counselors. 4). Accepting students transferred from guidance teachers/counselors, namely students who require guidance services (such as remedial teaching/training, enrichment programs). 5). Helping to develop a classroom atmosphere, teacher-student relationships, and student-student relationships that support the implementation of Guidance and Counseling services. 6). Providing opportunities, and facilities to students who require Guidance and Counseling services/activities to participate in/undertake the intended services/activities. 7). Participate in special student problem-solving activities, such as case conferences. 8). Assisting in

collecting the information needed for the assessment of Guidance and Counseling services, and follow-up efforts. (Prayitno, and Erma Anti, 2001: 232).

The above opinion signals that the Guidance, and Counseling Service 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 that synergizes with other components in schools such as Instructional (teaching), Administration, and educational supervision. All three are pillars for developing students' potential (Mortensen, and Schmuhrer (in Soli Abimayu 1996: 221). Even teachers are required to help and cooperate in implementing the Guidance and Counseling program optimally in schools. Thus, to help the education process, and the quality of human resources, one of the government's policies was to raise Guidance and Counseling in schools by the Minister's Decree on January 15, 1975 No. 008d / 1975, and 008e / 1975, the following is emphasized again by Decree, and No. 84/1993, and No. 118/1996, and finally contained in the independent curriculum are their interests and talents. To help counselees overcome their problems, a counselor must invite parties who are closer to students, especially teachers at school. With the tasks given to teachers as above, if carried out with a full sense of responsibility, and greater awareness in helping the guidance service program, the learning, and teaching process in schools will run smoothly. Participation and communication are very important to achieve common goals in an organization, without participation, and communication from teachers in schools education can't run well. Teachers in schools are the first people in formal education to shape the attitudes, and characters of students in a school, in addition, teachers must be able to provide role models, and directions, and become role models for their students. Indirectly, teachers in schools are mentors who are very close to students because teachers in schools are always in the classroom. After listening to the opinions, then the teacher in the school is the main partner in helping the Guidance and Counseling program in the school because the teacher is in a close relationship with the students, supervising the behavior, and activities of the students in the classroom. The author sees in the Guidance and Counseling program in the Guidance and Counseling Unit there is a division of Guidance and Counseling service tasks involving teachers in the school. But is this task carried out with the duties, and responsibilities of the teacher as a partner in the Guidance and Counseling program in Junior High School 6 Palangka Raya, or not implemented properly by teachers? Judging from the phenomenon that researchers found, namely the lack of methods used by teachers in improving communication in children's learning activities in the classroom. This is what interests researchers further about teacher participation in helping to implement the Guidance and Counseling program in Junior High School 6 Palangka Raya related to good communication with students in class.

METHOD

This research uses a quantitative descriptive method to make planning in a systematic, factual, and accurate manner Regarding the facts, and characteristics of the population so that the results of this research will draw conclusions that only apply specifically to the research object, namely the teachers of Junior High School 6 Palangka Raya. The characteristics of the descriptive method in general are: (1) Focusing on actual problems, (2) The data collected is initially arranged, explained, and then analyzed. Population or Universe is the total number of analysis units whose characteristics will be predicted (Ida Bagus Mantra, and Kasto, 1987:152). By the research object, the population of this research is determined to be all teachers. Junior High School 6, Palangka Raya. The sample is part of the population. The population in this study is classified as homogeneous. Given its significant homogeneity, and considering the cost, effort, and time (Moh. Nazir, 1983: 333) then 50% was taken as a sample, this is in line with Winarno Surahmad's opinion that "If the population is quite homogeneous against the population below 100, a 50% sample can be used, but sometimes sampling is not done at all by including the entire population as a sample, namely as long as the population is known to be limited (Winarno surachmad, 1989: 100). In connection with the opinion above, the entire sample was made into a population of 57 teachers. 1. Variables. The variables in this study are Information Services Using the Game "The Journey of Three Disabled People" at Junior High School 6 Palangka Raya. 2. Operational definition, and Indicators. How is the participation of teachers in schools in helping to implement the Information Service research with the game "The Journey of Three Disabled People" in Junior High School 6 Palangka Raya? Helping to provide information to school teachers about students, Helping to provide information to students about Guidance and Counseling services, Helping to pay attention to students' difficulties, and progress, Helping to send (referral) students to Guidance and Counseling 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 at the school Junior High School 6 Palangka Raya. In Implementing the Check List in i the author tightens the Check List whose answers are available with several possibilities. Respondents answered by simply choosing one of the answer criteria that the checklist has to explore teacher participation in schools toward research activities. Information services specifically with the game method "The Journey of Three Disabled People". The criteria used in concluding are using numbers such as in Table I below:

Table I. Checklist answer criteria

Number	Explanation	Percentage (%)
5	Always	81-100%
4	Often	51-80%
3	Sometimes	21-50%
2	Rarely	10-20%

I	Never	00
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To help analyze, and discuss the research results so that they are in synergy with the research objectives, several methods are also used, namely: Observation. Observation is a method of collecting data by looking directly at a place or object at the research location. In this connection, observations were conducted at Junior High School 6 Palangka Raya. This observation was conducted to observe the participation of teachers at the school in assisting Information Services by using the game "The Journey of Three Disabled People" to facilitate the next research steps. Interview. Interview is a data collection technique by conducting interviews with teachers at the school, School Staff officers, and Junior High School 6 Palangka Raya administration to clarify the results of the checklist that the author still doubts in conducting research. Documentary. The documentary is to find out or learn about the condition of subject teachers, and how their participation in assisting Information Services at Junior High School 6, Palangka Raya. Implementation of data collection. Check List. The tested checklist was then re-arranged, and distributed to teachers in schools that were used as samples in this study.

- Data Presentation Method. In the presentation of collected data, researchers present in tabular form and explain each question item.

- Data Analysis Techniques. How to analyze data to test the reality of teacher participation in the implementation of information services, the author uses a percentage calculation whose formulation is as follows:

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

Explanation:

P: Percentage

F: This is the number or frequency of answers given via the checklist.

n: Is the number of samples. (Winarno Surachmad, 1989: 101) By calculating the amount of respondent support for teacher participation issues in schools that researchers describe in the Check List questions.

RESULTS, AND DISCUSSION

Results

The data presentation below this, based on Checklist results that have been circulated to all the teachers who are there Junior High School 6, Palangka Raya. The question items in the researcher's checklist stack up based on the existing theory in Chapter II that exists the relationship between activity Implementation of the Guidance Program, and Counseling at school.

By looking at the results of the data analysis below, you will get a picture of the state of teacher participation in schools in helping with services. Information with the game "The Journey of Three H, handicapped Men" in Junior High School 6 Palangka Raya. The data is presented through several Tables 4.1. as below:

Table II. Percentage of Respondents' Answers In Gather Student Data In Helping Guidance and Counseling Officers At School

No	Alternative Answers	Frequency	Percentage
a.	Always	12	10.9%
b.	Often	12	21.7%
c.	Sometimes	31	54.3%
d.	Rarely	2	13.1%
e.	Never	0	0 %
Amount		57	100%

From the results of the analysis in Table 2 above, it can be seen that the participation of teachers at school in helping to collect student data, those who answered always were 12 people, namely (10.9%), and those who answered often were 12 people, namely (21.7%), and sometimes were 31 people, namely (54.3%), while those who answered rarely were 2 people, namely (13.1%).

Table III. Percentage of Respondents' Answers In Noticing Observing Student Behavior In Class

No	Alternative Answers	Frequency	Percentage
a.	Always	12	8.7%
b.	Often	12	28.3%
c.	Sometimes	31	58.7%
d.	Rarely	2	4.4%
e.	Never	0	0 %
Amount		57	100%

Based on Table 3. above, it can be seen that teacher participation in schools in paying attention to and observing student behavior in the class, 12 people answered always, namely (8.7%), and 12 people answered often, namely (28.3%), and 31 people answered sometimes, namely (58.7%) while 2 people answered very rarely, namely (4.4%).

Table IV. Percentage of Respondents' Answers About Knowing Students That Requires Special Help

No	Alternative Answers	Frequency	Percentage
a.	Always	12	17.4%
b.	Often	12	26.1%
c.	Sometimes	31	47.7%
d.	Rarely	2	8.7%
e.	Never	0	0 %
Amount		57	100%

From table 4 above, class teachers answered always, namely (17.4%), and 12 people answered often, namely (26.1%), and 31 people answered sometimes, namely (47.7%), while 2 people answered rarely, namely (8.7%).

Table V. Percentage of Respondents' Answers in Recording Students' Personalities Who Have Different Levels of Behavior with Other Students

No	Alternative Answers	Frequency	Percentage
a.	Always	1	15.2%
b.	Often	26	21.7%
c.	Sometimes	29	50%
d.	Rarely	1	13.1%

e.	Never	0	0 %
	Amount	57	100%

In Table 5 above, it can be explained that the teacher at the school who answered always was 1 person, namely (15.2%), and those who answered often were 26 people, namely (21.7%), and those who answered sometimes were 29 people, namely (50%) while those who answered very rarely were 1 person, namely (13.1%).

Table VI. Percentage of Respondents' Answers in Helping Holding Group Guidance

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	13 %
c.	Sometimes	16	23.9%
d.	Rarely	25	43.5%
e.	Never	15	19.6%
	Amount	57	100%

Table 6 above shows that teachers at the school answered that there are always none, while those who answered that there is often 1 person, namely (13%), and those who answered that there are sometimes 16 people, namely (23.9%), those who answered that there are rarely are 25 people, namely (43.5%), and those who answered that there are never are 15 people, namely (19.6%).

Table VII. Percentage of Respondents' Answers in Cooperation With Other Guidance Officers To Help Solve Students' Problems

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4.3%
b.	Often	20	21.7%
c.	Sometimes	35	60.9%
d.	Rarely	1	13.1%
e.	Never	0	0%
	Amount	57	100%

Based on table 7 above, shows that the teacher at the school who answered always was 1 person, namely (4.3%), who answered very often was 20 people, namely (21.7%), and who answered sometimes 35 people, namely (60.9%), while the one who answered very rarely was 1 person, namely (13.1%).

Table VIII. Percentage of Respondents' Answers About Cooperation with Guidance Officers in Developing Guidance and Counseling Study Programs At Schools

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	4.3%
c.	Sometimes	12	28.3%
d.	Rarely	32	56.5%
e.	Never	12	10.9%
	Amount	57	100%

In Table 8 above, it can be seen that the teachers at the school who answered none, the ones who answered often were 1 person, namely (4.3%), and the ones who answered sometimes were 12 people, namely (28.3%), while the ones who answered

rarely were 32 people, namely (56.5%), and the ones who answered never were 12 people, namely (10.9%).

Table IX. Percentage of Respondents' Answers In Helping Provide Preventive Guidance Services To Students In Schools

No	Alternative Answers	Frequency	Percentage
a.	Always	7	8.7%
b.	Often	7	15.2%
c.	Sometimes	42	73.9%
d.	Rarely	1	2.2%
e.	Never	0	0 %
	Amount	57	100%

From Table 9 above, it can be seen that 7 teachers at the school answered always, namely (8.7%), 7 people answered often, namely (15.2%), and 42 people answered sometimes, namely (73.9%), and 1 person answered rarely, namely (2.2%).

Table X. Percentage of Respondents' Answers In Giving Information Service to Guidance Officers Regarding Student Conditions

No	Alternative Answers	Frequency	Percentage
a.	Always	5	6.5%
b.	Often	47	82.6%
c.	Sometimes	5	10.9%
d.	Rarely	0	0 %
e.	Never	0	0 %
	Amount	57	100%

From Table 10 above, 5 class teachers answered always, namely (6.5%), 47 people answered often, namely (82.6%), 5 people answered sometimes, namely (10.9%), and none answered rarely, and never.

Table XI. Percentage of Respondents' Answers In Channeling Talents, For Example By The Students' Abilities, and Aspirations

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4.3%
b.	Often	10	26.1%
c.	Sometimes	10	6.5%
d.	Rarely	36	63.1%
e.	Never	0	0 %
	Amount	57	100%

From table 11 above, it can be seen that 1 teacher at the school answered always, namely (4.3%), 10 answered often, namely (26.1%), 10 answered sometimes, namely (6.5%), and 36 answered very rarely, namely (6.3 %).

Table XII. Percentage of Respondents' Answers in Attending Meetings In 1 (One) Year to Discuss the Role of Teachers in Helping The Guidance and Counseling Program

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	20	13.1%
c.	Sometimes	21	15.2%
d.	Rarely	41	71.7%
e.	Never	0	0 %
	Amount	57	100%

From table 12 above, it can be seen that 20 teachers at the school answered often, namely (13.1%), 21 people answered sometimes, namely (15.2%), and 41 people answered very rarely, namely (71.7%).

Table XIII. Percentage of Respondents' Answers In Following To Take Benefit From The In-Service Training Regarding Guidance

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	0	0 %
c.	Sometimes	27	47.8%
d.	Rarely	30	52.2%
e.	Never	0	0 %
Amount		57	100%

In Table 13 above, it can be seen that 27 teachers at the school answered that sometimes, namely (47.8%), and 30 people answered that very rarely, namely (52.2%).

Table XIV. Percentage of Respondents' Answers in Receiving Lessons Regarding Guidance

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	12	15.2%
c.	Sometimes	13	28.3%
d.	Rarely	32	56.5%
e.	Never	0	0 %
Amount		57	100%

Based on Table 14 above, it can be seen that 12 teachers at the school answered that they often did it, namely (15.2%), while 13 answered that they sometimes did it, namely (28.3%), while 32 answered that they rarely did it, namely (56.5%).

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

No	Alternative Answers	Frequency	Percentage
a.	Always	1	6.5%
b.	Often	13	19.6%
c.	Sometimes	27	47.8%
d.	Rarely	13	26.1%
e.	Never	0	0 %
Amount		57	100%

From the thickness of 15 above, it can be seen that the teachers at the school answered always as many as 1 person, namely (6.5%), those who answered often as many as 13 people, namely (19.6%), and those who answered sometimes as many as 27 people, namely (47.8%), while those who answered rarely as many as 13 people, namely (26.1%).

Table XVI. Percentage of Respondents' Answers In Sending Concerning 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	13	8.7%
c.	Sometimes	30	52.2%
d.	Rarely	14	39.1%

e.	Never	0	0 %
Amount		57	100%

Based on table 16 above, it can be seen that 13 teachers at the school answered often, namely (8.7%), 30 answered sometimes, namely (52.2%), and 14 answered very rarely, namely (39.1%).

Table XVII. Percentage of Respondents' Answers in Emphasis Implications of Honesty from The Subject What They Give

No	Alternative Answers	Frequency	Percentage
a.	Always	8	4.3%
b.	Often	14	34.8%
c.	Sometimes	35	60.9%
d.	Rarely	0	0%
e.	Never	0	0 %
Amount		57	100%

From Table 17 above, it can be seen that 3 teachers at the school answered always, namely (4.3%), 4 people answered often, namely (34.8%), and 34 people answered sometimes, namely (60.9%).

Table XVIII. Percentage of Respondents Conducting A "Case Study" (Research Effort) on A Student, and Participating in Conversations with Counselors, and Other Teachers

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	13	17.4%
c.	Sometimes	14	30.4%
d.	Rarely	30	52.2%
e.	Never	0	0 %
Amount		57	100%

Based on table 18 above, it can be seen that 13 teachers at the school answered often, namely (17.4%), 14 answered sometimes, namely (30.4%), and 30 answered very rarely, namely (52.2%).

Table XIX. 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	24	39.1%
d.	Rarely	32	56.5%
e.	Never	0	0 %
Amount		57	100%

From Table 19 above, class teachers who answered often were 1 person, namely (4.4%), those who answered sometimes were 6 people, namely (39.1%), while those who answered rarely were 34 people, namely (56.5%).

Table XX. Percentage of Respondents' Answers to Introduce Guidance Services at Schools to Students, and Recommend Them to Utilize Them

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4.4%
b.	Often	28	30.4%

c.	Sometimes	31	54.3%
d.	Rarely	2	10.9%
e.	Never	0	0%
Amount		57	100%

From Table 20 above, class teachers who answered always were 1 person, namely (4.4%), those who answered often were 28 people, namely (30.4%), while those who answered sometimes were 31 people, namely (54.3%), and those who answered very rarely were 2 people, namely (10.9%).

Table XXI. Percentage of Respondents' Answers in Using Guidance Materials in The Library

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0%
b.	Often	0	0%
c.	Sometimes	6	10.9%
d.	Rarely	51	89.1%
e.	Never	0	0%
Amount		57	100%

From table 21 above, it can be seen that 6 teachers at the school answered that sometimes, namely (10.9%), while 51 people answered that very rarely, namely (89.1%).

Table XXII. Percentage of Respondents' Answers Trying to Direction Students So That They Achieve Individual Results in Each Field of Study as Much as Possible

No	Alternative Answers	Frequency	Percentage
a.	Always	1	13%
b.	Often	40	41.3%
c.	Sometimes	15	26.1%
d.	Rarely	1	19.6%
e.	Never	0	0%
Amount		57	100%

Based on Table 22 above, it can be analyzed that the teacher at the school who answered always was 1 person, namely (13%), those who answered often were 40 people, namely (41.3%), while those who answered sometimes were 15 people, namely (26.1%), and those who answered very rarely were 1 person, namely (19.6%).

Table XXIII. Percentage of Respondents' Answers in Paying Attention to Students, and Knowing Them Well

No	Alternative Answers	Frequency	Percentage
a.	Always	19	30.4%
b.	Often	37	65.2%
c.	Sometimes	1	4.4%
d.	Rarely	0	0%
e.	Never	0	0%
Amount		57	100%

From table 23 above, it can be seen that 19 teachers at the school answered that they always answered, namely (30.4%), 37 answered that they often answered, namely (65.2%), and 1 answered that they sometimes answered, namely (4.4%).

Table XXIV. Percentage of Respondents' Answers Helping Students in Developing Good Habits, and Ways of Learning, and Working

No	Alternative Answers	Frequency	Percentage
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a.	Always	0	0%
b.	Often	36	63.1%
c.	Sometimes	20	23.9%
d.	Rarely	1	13%
e.	Never	0	0%
Amount		57	100%

Based on table 24 above, we can see that the number of teachers at the school who answered frequently was 36 people, namely (63.1%), the number of teachers who answered occasionally was 20 people, namely (23.9%), and the number of teachers who answered rarely was 1 person, namely (13%).

Table XXV. Percentage of Respondents Trying 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	27	47.8%
d.	Rarely	25	23.9%
e.	Never	4	17.4%
Amount		57	100%

In Table 25 it can be seen that the teacher at the school who answered often was 1 person, namely (10.6%), those who answered sometimes were 27 people, namely (47.8%), and those who answered rarely were 25 people, namely (23.4%), and never were 4 people, namely (17.4%).

Table XXVI. Percentage of Respondents' Answers Together With School Guidance Officers Discussing Students' Problems, and Needs With Students' Parents

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0%
b.	Often	1	6.6%
c.	Sometimes	15	21.7%
d.	Rarely	41	71.7%
e.	Never	0	0%
Amount		57	100%

From Table 26 above, it can be seen that the teachers at the school answered that often, there was 1 person, namely (6.6%), those who answered sometimes, there were 4 people, namely (21.7%), and those who answered rarely, there were 36 people, namely (71.7%).

Discussion

From the entire table above, it can be explained Teacher participation in schools in assisting Group Guidance Services Using the Game "The Journey of Three Disabled People" at Junior High School 6 Palangka Raya is as follows:

- Teacher participation in schools in helping to collect student data shows that most of them answered sometimes as many as 31 people or 54.3%). The results of data collection by teachers in schools are very supportive of 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 the data analysis in the table above, most teachers in

- schools answered sometimes as many as 31 people, namely (58.7%). The results of paying attention, and observing student behavior by teachers in schools greatly help the smooth provision of student learning problems.
- c) Model of teacher participation in schools in recognizing students who need special assistance. In this case, based on the results of the data analysis above, most teachers in schools answered sometimes as many as 31 people, namely (47.8%). Recognizing students who need special assistance from teachers in schools is very supportive of the smooth running of the student learning process.
- d) P participation of teachers in schools in helping to record matters regarding students who have different behavior from other students. From the results of the data analysis above, most respondents answered sometimes as many as 29 people, namely (50%). The results of personal recording of students who have different behavior from other students by teachers greatly assist in the smooth running of group guidance services at school.
- e) Teacher participation in schools in organizing group guidance. Based on the analysis of the table above, it is proven that most respondents answered very rarely, as many as 25 people, namely (43.5%). The results of organizing group guidance greatly help the smoothness of the student learning process at school.
- f) Cooperate with other guidance officers to help solve student problems. From the analysis of the table above, it is evident that most respondents answered sometimes as many as 35 people, namely (60.6%). Good cooperation between Guidance officers, and teachers at school greatly supports the smooth running of the Guidance and Counseling program in dealing with problematic students.
- g) Not all teachers in the school are involved in helping to develop the Guidance and Counseling program. The cooperation between Guidance and Counseling officers, and teachers in new schools is temporary (sometimes). This is proven by the majority of subject teachers who answered very rarely, as many as 32 people, namely (56.5%). Meanwhile, good cooperation in helping to develop group guidance services is very necessary, and must be continuous.
- h) Helping to provide preventive guidance services to students at school, from the results of the analysis of the table above, it is proven that most respondents answered sometimes as many as 42 people, namely (73.9%). The provision of preventive services by teachers at school greatly helps the smoothness of the students' studies themselves.
- i) Helping to provide information services to Guidance officers regarding student conditions. Based on the results of the analysis of the table above, it is proven that most respondents answered often as many as 47 people, namely (82.6%). This information service greatly supports the smooth running of group guidance services in helping students succeed in learning at the school.
- j) In channeling talents, and interests that are by students' abilities, and ideals. Based on the results of the analysis in the table above, it is proven that most respondents answered very rarely, as many as 36 people, namely (63.1%).
- k) Teachers in schools attend staff meetings in 1 (one) year to discuss the role of teachers in the Guidance program. Based on the results of the analysis above, most of them answered very rarely, as many as 41 people, namely (17.7%). In this staff meeting, subject teachers need to attend to know their duties, and roles in information services.
- l) The arrangement activities for improving group guidance services seem to be less intensive. This is evident from the confession of most subject teachers who answered very rarely, as many as 30 people, namely (52.2%).
- m) Most of the subject teachers at Junior High School 6 Palangka Raya not yet know Guidance. This is proven by the data analysis above which shows that 32 respondents answered that they rarely answered (56.6%).
- n) Teacher participation in schools in helping to organize student inventory, most of them answered sometimes as many as 13 people, namely (47.8%). The assistance of organizing student data inventory by subject teachers greatly supports the smooth implementation of group guidance services at the school to overcome student learning problems.
- o) Teacher participation in schools in helping to increase students coming to counselors. Based on the results of the analysis in the table above, most teachers in schools answered sometimes as many as 30 people, namely (52.2%). This assistance is very meaningful for the smooth running of counselors' tasks in improving tutoring services in schools.
- p) Helping to determine the implications of honesty from the subjects they provide. From the results of the analysis above, it is proven that most respondents answered sometimes as many as 35 people, namely (60.9%). With the assistance of emphasizing the implications of honesty for students, the participation of teachers in schools in assisting group guidance services will support the success of the Guidance and Counseling program at the school.
- q) Model of teacher participation in schools with Guidance and Counseling officers in helping the smooth running of "case studies". Most respondents answered very rarely, as many as 13 people, namely (52.2%). This will be very meaningful in information service activities in Junior High School 6 Palangka Raya.
- r) Communication of information exchange between teachers at school with the exchange of information, most teachers answered that it was very rare, as many as 32 people, namely (56.5%). Matter This will very show the

smooth running of the Guidance and Counseling program at Junior High School 6 Palangka especially in service information.

- s) The model of teacher participation in schools in introducing the Guidance and Counseling program, and function to students, based on the analysis of research data revealed that most teachers in schools answered sometimes 31 people, namely (54.3%). Introducing the Guidance and Counseling function to students is very important for the smooth running of Guidance services in schools.
- t) All guidance materials in the library can be utilized by teachers. This is proven by the results of data analysis, most respondents answered rarely as many as 51 people, namely (89.1%).
- u) Teacher participation in schools in directing students so that they achieve maximum learning outcomes. From the analysis results in the table above, it shows that most of them answered often, as many as 40 people, namely (41.3%).
- v) P participation of teachers at Junior High School 6 Palangka Rayain recognizing students who have learning difficulties. Based on the analysis above, most respondents answered often, as many as 37 people, namely (65.2%). Of the subject teachers have taken a role for that, this will be very meaningful for information services.
- w) Helping students develop good habits, and ways of learning, and working. The results of the analysis above show that most respondents answered often, as many as 37 people, namely (63.1%).
- x) Trying to discuss the students who need special attention with the principal, and Guidance and Counseling teachers. Based on the data in the table above, shows that most respondents answered sometimes as many as 27 people, namely (47.8%). The results of discussing the students who need special attention, greatly support the smooth running of assistance for student learning problems at school.
- y) Good cooperation with teachers at school, guidance officers, and parents of students.

CONCLUSION

Some of the conclusions conveyed are as follows:

1. Guidance and Counseling is assisting students both individually, and in groups, whether they have problems or not, so that students achieve optimal development.
2. The Guidance and Counseling function is provided so that this service is a preventive, curative, and developmental effort (perseverative).
3. The purpose of Guidance and Counseling in schools is to help educational activities in schools so that the final goal of education is achieved properly. Specifically to help individuals to adjust, accept their existence, and be able to adjust well, so that they can achieve balance to a more mature level in all aspects of life.

4. Group Guidance and education are an integral part, a unity that cannot be separated like a chain that is interconnected with each other. So guidance is part of education, and education is part of Guidance. Because in education there is an element of Group Guidance. Without guidance, education can't run smoothly in schools.
5. The duties of teachers at school in the Guidance and Counseling program include assisting in the preparation stage, collecting student data, providing information, providing placement, and distribution services, and making plans for assisting, and follow-up services.

The Guidance and Counseling program in schools includes several factors, namely testing programs, orientation programs, data collection programs, counseling programs, placement programs, follow-up programs, and evaluations. Participation at Junior High School 6 Palangka Raya, which supports the Guidance and Counseling program, namely in the following activities:

- a) Pay attention to student data in assisting the Guidance and Counseling program.
- b) Pay attention to student behavior in class.
- c) Identify students who need special assistance.
- d) Recording students who have behavioral disorders compared to other students.
- e) Collaborate with other Guidance officers to prepare Guidance and Counseling programs.
- f) Assist in organizing preventive guidance for students.
- g) Group guidance services to Guidance officers regarding student conditions.
 - i. Complete the student inventory with the necessary data.
- h) Sending the students concerned to come to the counselor
- i) Emphasizing the implications of honesty in the subjects they teach.
- j) Exchange information with counselors, and other teachers.
- k) Introduce students to the existence of guidance services at school, and encourage them to use them.
- l) Directing students to study as much as possible.
- m) Pay attention to students, and get to know them well.
- n) Helping students develop good habits, and ways of studying, and working.
- o) Discuss student issues with the principal, and counselor.
- p) Discuss student issues with the principal, and counselor.

Some teacher activities at school that need to be improved his participation is:

- a) Assist in organizing group guidance.
- b) Collaboration with Guidance officers in preparing programs for the teacher's role in assisting the Guidance and Counseling program.
- c) Attend staff meetings once a year to discuss the role of teachers in assisting the Guidance and Counseling program.
- d) Attend to take advantage of in-service training on Guidance.
- e) Get lessons about Guidance.

- f) Conducting a student's "study program" (self-study), and participating in discussions with counselors, and other teachers.
- g) Try to exchange information with counselors, and other teachers.
- h) Use guidance materials in the library.
- i) Together with the Guidance and Counseling officers at school, discuss student problems, and needs with the student's parents.

Suggestion

After seeing the participation between teachers at Junior High School 6 Palangka Raya with Guidance and Counseling officers, things are running smoothly, but there are still things that need to be improved, so on this occasion, the servant would like to put forward several suggestions as follows:

Although the results achieved by teachers, and Guidance and Counseling officers show sufficient results, this does not mean that the efforts made have reached that level, because many factors need to be improved in such a way, especially in the activities in the conclusion above, therefore the efforts that can be made are:

- a. It seems that for teachers in schools, studying group guidance is still lacking, therefore, for them to have skills on matters related to the guidance program, if there are activities such as; briefings, public lectures, seminars, symposiums, in-service training, and so on related to guidance, they should participate in these activities.
- b. As a class teacher, you should be fully aware of your duties, and roles in the Guidance and Counseling program activities at school, so that they run as optimally as possible. The writer realizes that the study is very simple and is a study introduction. By because That writer expects other elites can research more deeply Again with multiple samples to obtain information as soon as possible that is useful for improving teacher participation with guidance teachers at school.

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