

Group Guidance Services Through The Game "Let's Clapping Concentration" To Improve Memory At State Elementary School 3 Langkai Palangka Raya

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Article Information

Received:
November 2025

Accepted:
November 2025

Published:
December 2025

ABSTRACT

Teachers play a role in Guidance and Counseling services at school. The purpose of this study was to determine teacher participation in implementing group guidance services using the "Ayo, Tepuk Fokus" game method at State Elementary School 3 Langkai Palangka Raya. The sample consisted of 28 teachers at the school. The primary data collection tool used was the Checklist technique, which involved creating a list of questions addressed to all teachers at State Elementary School 3 Langkai Palangka Raya. To analyze the data and test the hypothesis that teachers participate in implementing group guidance services at the school, the researcher used percentage calculations. The study's results showed that all components of the research objectives were implemented with a reasonably high percentage by teachers at the school. The results of this study are based on the Checklist (yes/no) and not on the variation. This means that teachers participate and support Group Guidance Services at State Elementary School 3 Langkai Palangka Raya.

Keywords: Group guidance services, "Come on, Clap Concentration" Game, Students' Memory In Learning



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Citation Information: Sangalang, O. K. ., Suriatie, M., Pangestie, E. P., & Sukarningsi, S. (2025). Group Guidance Services Through The Game "Let's Clapping Concentration" To Improve Memory At State Elementary School 3 Langkai Palangka Raya. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 11(1), 35–45. <https://doi.org/10.33084/tunas.v11i1.10653>

INTRODUCTION

Teachers are an important profession in schools. They are considered important because they implement and are responsible for teaching and learning activities in schools. However, this does not mean that teachers are completely free from guidance and counseling services, as these two professions mutually support student success in learning and interests. The role and contribution of teachers are still highly expected for the effectiveness and efficiency of Guidance and Counseling services in schools. Teachers can also be mentors for their students. Wina Senjaya (2006: 342) states that one of the roles teachers carry out is that of a mentor. To be an effective mentor, teachers must have a deep understanding of the students they are guiding. Even more specifically, teachers are obliged to be partners in helping the Guidance and Counseling program succeed in schools. This is as stated by Prayitno, who states that several roles of teachers in supporting the Guidance and Counseling program:

- 1) Helping to popularize guidance and counseling services for students
- 2) Helping guidance teachers/counselors identify students who need guidance and counseling services and collect data on those students.

- 3) Transferring students who need guidance and counseling services to guidance teachers/counselors
- 4) Accepting students transferred from guidance teachers/counselors, specifically those who require special teaching or training services (such as remedial instruction, 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 for students who need guidance and counseling services/activities to participate in/undertake those services/activities.
- 7) Participating in special activities addressing student problems, such as case conferences.
- 8) Assisting in gathering information necessary for the assessment of guidance and counseling services and their follow-up. (Prayitno and Erma Anti, 2001: 232).

Considering the above opinion, it clearly indicates that the Guidance and Counseling Services Program in Schools is an integral part of the school program. Guidance and Counseling Services will operate as a system that synergizes with other components in the school, including instructional (teaching) and administrative functions, as well as educational

supervision. The three are pillars for developing students' potential (Mortensen and Schmuhr, in Soli Abimayu 1996: 221). Even teachers are obliged to help and cooperate in implementing the Guidance and Counseling Services program optimally in schools. Thus, to help the education process and the quality of human resources, one of the government policies is to raise guidance and counseling services in schools in accordance with the Ministerial Decree on January 15, 1975 No. 008d/1975 and 008e/1975, which is further emphasized by Decree No. 84/1993 and No. 118/1996, and finally contained in the 2013 curriculum is interest. To help counselees or students overcome their problems, a counselor should invite parties who are closer to the students, such as teachers at school. With the tasks given to teachers as above, if carried out with a full sense of responsibility and greater awareness in supporting the guidance service program, the teaching and learning process in schools will run smoothly and well. Participation is very important in achieving common goals within an organization. In addition, teachers must also be able to provide guidance and direction, as well as serve as role models for their students. Indirectly, teachers in schools serve as mentors who are very close to students, as they are always present in the classroom. After considering the opinions above, teachers in schools are the primary partners in supporting guidance and counseling service programs, as they have a close relationship with students and supervise student behavior and activities in both offline and online classes. The author observed that within the Guidance and Counseling Services program at the Guidance and Counseling Unit, there is a division of duties involving teachers at the school. However, whether these duties are carried out properly and are the teachers' responsibilities as partners in the Guidance and Counseling Services program at State Elementary School 3 Langkai, or whether they are not carried out properly by the teachers, is of interest. This is what motivates further research into teacher participation in implementing the Guidance and Counseling program at State Elementary School 3 Langkai.

1. Problem Identification

Based on the background above, the research identified the following problem: "Teachers' lack of participation in supporting the Guidance and Counseling Services program at State Elementary School 3 Langkai": Many teachers are unaware of Guidance and Counseling services, and there is a lack of teacher involvement at the school.

2. Problem Formulation

Based on the descriptions in the background above, the problem is formulated as follows: What is the model of teacher participation in supporting the implementation of the group guidance service program using the "Ayo, Tepuk Fokus" game method at State Elementary School 3 Langkai Palangka Raya?

3. Research Objective

The purpose of this research is to determine teacher participation in implementing group guidance services using the

"Ayo Tepuk Fokus" game method at State Elementary School 3 Langkai Palangka Raya

4. Research Benefits

Based on the research objectives above, this research is theoretically expected to be beneficial to:

- a. School principals serve as important informants for coordinating, supervising, and mentoring teachers, particularly guidance and counseling teachers, in guidance and counseling service activities at schools.
- b. The school guidance and counseling teacher will alleviate the burden on the guidance and counseling staff in providing guidance and counseling services at State Elementary School 3 Langkai.
- c. Students will experience the benefits of group guidance services at State Elementary School 3 Langkai.
- d. Subject teachers will gain a deeper understanding of their roles in supporting the implementation of the guidance and counseling service program.
- e. Other researchers can gain experience through the various results obtained through research experiences, which can then be used as material for developing research in the same field.

5. Explanation Of Terms

To avoid misinterpretation, the researcher feels it is necessary to define the terms in the title as follows:

Participation. The word "participation" means to take part or contribute what we can to something. Participation can be achieved through assignments.

- a. **Teacher.** The definition of a teacher in 2025, in line with the theme of National Teachers' Day 2025, "Great Teachers, Strong Indonesia" from the Ministry of Education, Culture, Research, and Technology, is a professional educator who not only teaches, but also becomes an inspiration, motivator, and role model who can adapt to the digital era, guide students holistically (academic, character, social-emotional), and strengthen the education ecosystem to produce a superior and competitive generation, with new roles such as "Guardian Teacher" who accompanies the personal development of students in a sustainable manner. 2025. In this study, the teachers are all from State Elementary School 3 Langkai.
- b. **The Group Guidance Service Program** is a plan of guidance and counseling service activities involving teachers at the school. This program serves as a guideline for implementing the Guidance and Counseling Service program.
- c. The "Come on, Clap, Concentrate" game aims to train participants' memory and concentration, help them memorize their friends' names, and coordinate their hands and speech as an initial step in introducing themselves to one another.

Summary of Teacher Participation at the school took part in the implementation of group guidance services using the "Come on, Clap Concentration" game method in a Guidance

and Counseling service activity plan that had been prepared by researchers at State Elementary School 3 Langkai Palangka Raya, involving teachers at the school, which is a guideline for implementing the Guidance and Counseling Service program.

METHOD

This research employs a quantitative descriptive method with the aim of systematically, factually, and accurately gathering and presenting the facts and characteristics of the population. The results of this research will draw conclusions that apply specifically to the research object, namely State Elementary School 3 Langkai Palangka Raya. The characteristics of the descriptive method in general are: (1) Focusing on actual problems, (2) Collected data is first compiled, explained, and then analyzed.

A population or universe is the total number of units of analysis whose characteristics will be estimated (Ida Bagus Mantra and Kasto, 1987:152). In accordance with the research object, the population of this study was determined to be all 28 teachers at State Elementary School 3 Langkai Palangka Raya

A sample is a subset of the population. The population in this study is classified as homogeneous. Considering that the homogeneity is quite significant and considering the cost, energy 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 there are times when sampling is eliminated 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, namely 28 teachers of State Elementary School 3 Langkai Palangka Raya

a) Variables. The variables in this study are: Group Guidance Services Using the "Let's Clap, Concentrate" Game at State Elementary School 3 Langkai Palangka Raya.

b) Operational Definitions and Indicators. How do teachers participate in supporting the implementation of Group Guidance Services using the "Let's Clap, Concentrate" Game at State Elementary School 3 Langkai Palangka Raya, Palangka Raya? They include: providing information to school staff about students, informing students about Guidance and Counseling services, monitoring student difficulties and progress, and referring students to Guidance and Counseling teachers.

The primary data collection tool used was the checklist technique, which is a method for obtaining data by creating a list of questions directed to all teachers at State Elementary School 3 Langkai Palangka Raya. In implementing this Checklist, the author used a checklist with several possible answers. Respondents chose one of the Checklist's answer criteria to explore teacher participation in group guidance activities, specifically using the "Let's Clap, Concentrate" game method. The criteria used to conclude were numerical, as shown in Table I below:

Table I. Checklist Answer Criteria

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

To help analyze and discuss the research results to align with the research objectives, several methods are also employed, namely Observation. Observation is a method of collecting data by looking directly at the place or object at the research location. In this connection, the Observation was conducted at State Elementary School 3 Langkai. This Observation was carried out to observe the participation of teachers at the school in helping the guidance program with the game method "Come on, Clap Concentration" to facilitate the next research steps. Interview. An interview is a data collection technique that involves conducting interviews with teachers at the school, school staff officers, and the administration of State Elementary School 3 Langkai to clarify the results of the Checklist that still raise doubts for the author in conducting the research. The documentary aims to highlight the condition of subject teachers and their participation in the IDANCE Service program at State Elementary School 3

Langkai during the implementation. Check Checklist, rearranged and distributed to teachers at the school, was sampled in this study.

a. Data Presentation Method. The author presents the collected data in tabular form and explains each statement item.

b. Data Analysis Technique. To analyze the data to test the actual participation of subject teachers in the implementation of group guidance services, the author uses a percentage calculation with the following formula:

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

Explanation:

P: Percentage

F: The number or frequency of answers given on the Checklist.

n: The sample size. (Winarno Surachmad, 1989: 101)

By calculating the amount of respondent support for the issues of teacher participation in schools outlined in the Checklis

RESULTS AND DISCUSSION

The data presented below is based on a checklist distributed to all teachers at State Elementary School 3 Langkai Palangka Raya. The researchers compiled the checklist questions based on the theory presented in Chapter II, which relates to the implementation of the Guidance and Counseling program at

the school. The data analysis below provides a snapshot of teacher participation in supporting group guidance services using the "Ayo, Tepuk Fokus" game at State Elementary School 3 Langkai Palangka Raya. The data is presented in several tables, as shown in Table 2 below:

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

No	Alternative Answers	Frequency	Percentage
a.	Always	3	10,9 %
b.	Often	3	21,7 %
c.	Sometimes	21	54,3 %
d.	Rarely	1	13,1 %
e.	Never	0	0 %
Amount		28	100%

From the results of the analysis in table II above, it can be seen that the participation of teachers at school in helping to collect student data, those who answered always were three people, namely (10.9%) and those who answered often

were three people, namely (21.7%) and sometimes were 21 people, namely (54.3%), while those who answered rarely were one person, namely (13.1%).

Table III. Percentage of Respondents' Answers In Paying Attention To And Observing Student Behavior In Class

No	Alternative Answers	Frequency	Percentage
a.	Always	3	8,7 %
b.	Often	3	28,3 %
c.	Sometimes	21	58,7 %
d.	Rarely	1	4,4 %
e.	Never	0	0 %
Amount		28	100%

Based on table III above, it can be seen that the participation of teachers in schools in paying attention and observing student behavior in the classroom, who answered always were three people, namely (8.7%) and those who

answered often were three people, namely (28.3%) and those who answered sometimes were 21 people, namely (58.7%) while rarely was one person, namely (4.4%).

Table IV. 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	21	47,7 %
d.	Rarely	1	8,7 %
e.	Never	0	0 %
Amount		28	100%

From table IV above, it can be seen that 3 class teachers answered always, namely (17.4%), and three people answered often, namely (26.1%), and 21 people answered

sometimes, namely (47.7%), while one person answered rarely, namely (8.7%).

Table V. Percentage of Respondents' Answers In Recording Students Who Have Different Behaviors From Other Students

No	Alternative Answers	Frequency	Percentage
a.	Always	1	15,2 %
b.	Often	5	21,7 %

c.	Sometimes	21	50	%
d.	Rarely	1	13,1	%
e.	Never	0	0	%
	Amount	28		100%

In table V above, it can be explained that the number of teachers at the school who answered always was one person, namely, 15.2%, and those who answered often were five people,

namely (21.7%), those who answered sometimes were 21 people (50%), and those who answered rarely were one person (13.1%).

Table VI. Percentage Of Respondents' Answers In Helping To Organize Group Guidance

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	13 %
c.	Sometimes	3	23,9 %
d.	Rarely	21	43,5 %
e.	Never	3	19,6 %
	Amount	28	100%

Table VI above it shows that teachers at the school answered that there are always none. In contrast, those who answered that there are often are one person, namely (13%), and those who answered that there are sometimes are three

people, namely (23.9%), those who answered that there are rarely are 21 people, namely (43.5%), and those who answered that there are never are three people, namely (19.6%).

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

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4,3 %
b.	Often	5	21,7 %
c.	Sometimes	21	60,9 %
d.	Rarely	1	13,1 %
e.	Never	0	0 %
	Amount	28	100%

Based on table VII above, it shows that the number of teachers at the school who answered always was one person, namely (4.3%), those who answered very often were five people, namely (21.7%), and those who answered sometimes

were 21 people, namely (60.9%). In comparison, those who answered very rarely were one person, namely (13.1%).

Table VIII. Percentage Of Respondents' Answers Regarding 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	3	28,3 %
d.	Rarely	21	56,5 %
e.	Never	3	10,9 %
	Amount	28	100%

In Table VIII above, it can be seen that the teachers at the school who answered 'none' were one person, namely 4.3%, and the one who answered 'often' was another person.

Sometimes there were three people, namely (28.3%), while the one who answered very rarely was 21 people, namely (56.5%), and the one who answered never was three 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	3	8,7 %
b.	Often	3	15,2 %
c.	Sometimes	21	73,9 %

d.	Rarely	21	56,5 %
e.	Never	3	10,9 %
	Amount	28	100%

From table IX above, it can be seen that three teachers at the school answered always, namely (8.7%), three

people answered often, namely (15.2%), 21 people answered sometimes, namely (73.9%), and one person answered rarely, namely (2.2%).

Table X. Percentage of Respondents' Answers In Providing 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	21	10,9 %
d.	Rarely	0	0 %
e.	Never	0	0 %
	Amount	28	100%

In Table X above, it can be seen that 4 class teachers answered always, namely (6.5%), three often, namely (82.6%),

and 28 sometimes, namely (10.9%), and none answered rarely and never.

Table XI. Percentage of Respondents' Answers In Channeling Talents, For Example, In Accordance With Students' 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	21	63,1 %
e.	Never	0	0 %
	Amount	28	100%

From table XI above, it can be seen that one teacher at the school answered always, namely (4.3%), three people answered often, namely (26.1%), three people answered

sometimes, namely (6.5%), and 21 people answered very rarely, namely (63.1%).

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	3	13,1 %
c.	Sometimes	4	15,2 %
d.	Rarely	21	71,7 %
e.	Never	0	0 %
	Amount	28	100%

From table XII above, it can be seen that three teachers at the school answered often, namely (13.1%), four

people answered sometimes, namely (15.2%), and 21 people answered very rarely, namely (71.7%).

Table XIII. Percentage Of Respondents' Answers In Following To Benefit From 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	21	52,2 %
e.	Never	0	0 %
	Amount	28	100%

In Table XIII above, it can be seen that seven teachers at the school answered that sometimes, namely (47.8%), and 21 people answered that very rarely, namely (52.2%).

Table XIV. Percentage Of Respondents' Answers Regarding Guidance Learning

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	3	15,2 %
c.	Sometimes	4	28,3 %
d.	Rarely	21	56,5 %
e.	Never	0	0 %
	Amount	28	100%

Based on table XIV above, it can be seen that three teachers at the school answered often, namely (15.2%), while four people answered sometimes, namely (28.3%), while 21 people answered very rarely, namely (56.5%).

Table XV. 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	21	47,8 %
d.	Rarely	1	2,2 %
e.	Never	0	0 %
	Amount	28	100%

From the thickness of XV above, it can be seen that the teachers at the school answered always as many as one person, namely (6.5%), those who answered often as many as three people, namely (19.6%), and those who answered

sometimes as many as 28 people, namely (47.8%), while those who responded rarely as many as three people, namely (26.1%).

Table XVI. Percentage of Respondents' Answers In Sending Students In Concerns to the Counselor So That They Can Get Additional Help

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	3	8,7 %
c.	Sometimes	21	52,2 %
d.	Rarely	4	39,1 %
e.	Never	0	0 %
	Amount	28	100%

Based on Table XVI above, it can be seen that the teachers at the school who answered often were three people, namely (8.7%), those who answered sometimes were 21 people, namely (52.2%), and those who answered rarely were four people, namely (39.1%).

Table XVII. Percentage Of Respondents' Answers In Emphasized Implications of Honesty Right Over The Subjects They Teach

No	Alternative Answers	Frequency	Percentage
a.	Always	3	4,3 %
b.	Often	4	34,8 %
c.	Sometimes	21	60,9 %
d.	Rarely	0	0 %
e.	Never	0	0 %
	Amount	28	100 %

From table XVII above, it can be seen that three teachers at the school answered always, namely (4.3%), four people answered often, namely (34.8%), and 21 people answered sometimes, namely (60.9%).

Table XVIII. Percentage of Respondents Conducting A Case Study (Researching) on 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	21	52,2 %
e.	Never	0	0 %
	Amount	28	100 %

Based on Table XVIII above, it can be seen that three teachers at the school answered often, namely (17.4%), four people answered sometimes, namely (30.4%), and 21 people 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	6	39,1 %
d.	Rarely	21	56,5 %
e.	Never	0	0 %
	Amount	28	100 %

Table XIX above shows that the class teachers who answered often were six person, namely (4.4%), those who answered sometimes were six people, namely (39.1%), while those who answered rarely were 21 people, namely (56.5%).

Table XX. Percentage of Respondents' Answers to Introduce Guidance Services At School to Students And Recommend Them To Utilize Them

No	Alternative Answers	Frequency	Percentage
a.	Always	1	4,4 %
b.	Often	4	30,4 %
c.	Sometimes	21	54,3 %
d.	Rarely	2	10,9 %
e.	Never	0	0 %
	Amount	28	100 %

In table XX above, it can be seen that the class teachers who answered always were one person, namely (4.4%), those who answered often were four people, namely

(30.4%), while those who answered sometimes were 21 people, namely (54.3%), and those who answered very rarely were two people, namely (10.9%).

Table XXI. 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	24	89,1 %
e.	Never	0	0 %
	Amount	28	100 %

From table XXI above, it can be seen that four teachers at the school answered that sometimes, namely (10.9%), while 24 people answered that 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	3	41,3 %
c.	Sometimes	23	26,1 %
d.	Rarely	1	19,6 %
e.	Never	0	0 %
	Amount	28	100 %

Based on table 4.21 above, it can be analyzed that the number of teachers at the school who answered always was one person, namely (13%), those who answered often were

three people, namely (41.3%), while those who answered sometimes were 23 people, namely (26.1%), and those who answered very rarely were one 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	4	30,4 %
b.	Often	23	65,2 %
c.	Sometimes	1	4,4 %
d.	Rarely	0	0 %
e.	Never	0	0 %
	Amount	28	100 %

From table XXIII above, it can be seen that four teachers at the school answered that they always answered (30.4%), 23 answered that they often answered (65.2%), and one answered that they sometimes answered (4.4%).

Table XXIV. Percentage Of Respondents' Answers Helping Students Develop Good Habits And Methods Of Learning And Working

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	24	63,1 %
c.	Sometimes	3	23,9 %
d.	Rarely	1	13 %
e.	Never	0	0 %
	Amount	28	100 %

Based on Table 4.23 above, we can see that the number of teachers at the school who answered frequently was 24 people, namely (63.1%), sometimes as many as three people, namely (23.9%), and the number who answered rarely was one person, namely (13%).

Table XXV. Percentage of Respondents Trying To Discuss Students Requiring Special Attention With The Principal And Counselor

No	Alternative Answers	Frequency	Percentage
a.	Always	0	0 %
b.	Often	1	10,6 %
c.	Sometimes	22	47,8 %
d.	Rarely	3	23,9 %
e.	Never	2	17,4 %
	Amount	28	100 %

In Table XXV, it can be seen that the teacher at the school who answered often was one person, namely (10.6%), who answered sometimes was 22 people, namely (47.8%), and who answered rarely was three people, namely (23.4%), and never was two 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	4	21,7 %
d.	Rarely	23	71,7 %
e.	Never	0	0 %
	Amount	28	100 %

From Table 4.25 above, it can be seen that the teachers at the school often answered that it was one person (6.6%), those who answered sometimes were four people (21.7%), and those who answered very rarely were 23 people (71.7%).

CONCLUSION

Some conclusions are presented:

- a. The function of guidance and counseling is to provide these services as preventive, curative, and perseverative efforts.
- b. The purpose of guidance and counseling in schools is to support educational activities, enabling the ultimate goal of education to be achieved. Specifically, it aims to help individuals adapt, accept themselves, and thrive, thereby achieving balance and a more mature level in all aspects of life.
- c. The relationship between group guidance and education is an integral part, an inseparable whole, like interconnected links in a chain. Therefore, guidance is an integral part of education, and education is an essential component of guidance. This is because education includes elements of group guidance. Without guidance, education would not be possible smoothly.
- d. The duties of teachers in schools within the Guidance and Counseling program include assisting with the preparation phase, collecting student data, providing information, providing placement and distribution services, implementing assistance plans, and providing follow-up services.
- e. The Guidance and Counseling program in schools encompasses several factors, including testing, orientation, data collection, counseling, placement, follow-up, and evaluation.
- f. Teacher participation at State Elementary School 3 Langkai Palangka Raya, in supporting the Guidance and Counseling program includes the following activities:
 - Observing student data to assist with the Guidance and Counseling program.
 - Observing student behavior in the classroom.
 - Identifying students who need special assistance.
 - Recording students who exhibit behavioral disorders compared to other students.
 - Collaborating with other guidance and counseling staff to develop guidance and counseling programs.

- Assisting in organizing preventive guidance for students.
- Assisting in providing group guidance services to guidance staff regarding student conditions.
- Completing student inventories with the necessary data.
- Sending students to see counselors.
- Emphasizing the importance of honesty in the subjects they teach.
- Exchanging information with counselors and other teachers.
- Introducing students to the school's guidance and counseling services and encouraging them to utilize them.
- Directing students to maximize their studies.
- Pay attention to students and get to know them well.
- Help students develop good habits and effective study and work strategies.
- Discuss student matters with the principal and counselors.
- Discuss student matters with the principal and counselors.
- Some teacher activities at school that require increased participation include:
 - Assisting in organizing group guidance.
 - Collaborating with guidance officers in developing programs to discuss teachers' roles in supporting the guidance and counseling program.
 - Attending annual staff meetings to discuss teachers' roles in supporting the guidance and counseling program.
 - Participating in in-service training on guidance and counseling
 - Receiving guidance lessons.
 - Conducting student self-study sessions and participating in discussions with counselors and other teachers.
 - Exchanging information with counselors and other teachers
 - Using guidance materials available in the library.
 - Discussing student problems and needs with parents, along with guidance and counseling officers.

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