

Collaboration Between Guidance and Counseling Teachers and Guardian Teachers in Improving the Academic Achievement of Vocational School Students

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Abstract

Efforts to improve student academic achievement are not only the responsibility of the student but also require the role of guardian teachers and guidance and counseling teachers at school as supporters of successful student achievement. This research aims to determine the form of collaboration between guardian teachers and guidance counselors in improving student academic achievement. This research design uses a qualitative-descriptive research method with the subjects being guidance counselors, guardian teachers and students. The data collection instrument used interviews and was analyzed descriptively. Research findings show that there is effective collaboration between guidance and counseling teachers and guardian teachers in improving student academic achievement. It is hoped that the results of this research can be a reference for guidance and counseling teachers and guardian teachers in improving students' academic achievement, especially in vocational schools.

Keywords: collaboration; guidance and counseling teacher; guardian teacher, student achievement

1. Introduction

Achievement in KBBI is explained as the result of efforts that have been carried out or attempted. This can be interpreted as an individual's effort in carrying out a job or task. According to Bloom (Hinggardipta & Ariati, 2015), academic achievement is a stage of student learning that results in changes in the areas of knowledge or understanding, application, analysis, synthesis and evaluation. Another understanding from Muyono defines academic achievement as the achievement of student success after carrying out the learning process optimally and focusing on values in learning at school (Wahyuni & Dahlia, 2020). Based on the description above, it can be concluded that the meaning of academic achievement is a form of learning effort carried out by students to obtain optimal learning results.

At school, students are expected to be able to optimize their learning so that they get satisfactory grades, especially in the academic field. At the high school level, students generally have a good awareness of improving their learning abilities. This is in accordance with Jean Piaget's theory regarding the cognitive development of adolescents or students, where at this stage students are psychologically able to use their thinking power and are able to organize the knowledge they have acquired (Mukaromah, 2020). This conscious effort can help students know and recognize their learning potential so that they are able to produce optimal academic achievement (Khiyarusoleh, 2017). This not only affects the improvement of these students but can also be felt by the entire school.

Increasing academic achievement is a matter of pride for every school. One of them is SMK PGRI 3 Malang, through the various championships it has won, this school has excelled and achieved not only at the regional level, but also able to compete at the national level. This is

proven by the academic achievements of SMK PGRI 3 Malang in the 2024 East Java Vocational School Student Competency Competition (LKS) where this school won the overall championship after winning five gold, one silver and two bronze medals. On a national scale, SMK PGRI 3 Malang was able to win a gold medal in the taekwondo championship organized by the Ministry of Youth and Sports of the Republic of Indonesia.

An increase in academic achievement in schools will improve the quality and quality of the school. This is in accordance with research results (Sujoko, 2017) which explains that there is a positive influence if schools provide clubs containing outstanding students to develop their potential so that it is easier for schools to attract students who have the potential to take part in championships. Schools with high academic achievements demonstrate good quality education which will improve the school's image, increase teacher motivation in the teaching and learning process and gain the trust of the community. For this reason, cooperation from every school member is needed to improve achievement at school.

In relation to the function and role of teachers in schools as a whole, they are as teachers, mentors and educators. Teachers as instructors are tasked with conveying the knowledge and information needed by students. Teachers as mentors are tasked with providing assistance to students if they need help, apart from that they can also guide students in exploring their learning potential. Meanwhile, teachers as educators are tasked with being role models in the maturation process (Suwardi & Farnisa, 2018). Not only teaching teachers or guardian teachers are part of improving students' academic achievement, guidance and counseling teachers at schools also have an important role in increasing motivation and providing counseling services (Anggerawati & Rizkiyah, 2021).

Guidance and Counseling is able to help students develop optimally according to each individual's talents, abilities, interests and values. According to Tolbert (Hikmawati, 2016) guidance is an activity and service carried out to direct individuals to be able to plan or adapt in their daily lives. This explanation is in accordance with the opinion of (Surya, 2005) who defines guidance as the process of providing assistance by the guide to the guide so that they can achieve self-understanding, self-acceptance, direction and self-realization. From these two opinions, it can be concluded that guidance is a service provided by supervisors in guiding and directing individuals to develop plans to achieve optimal developmental tasks.

In contrast to guidance which directs students, counseling is providing assistance. Counseling can be defined as the process of providing assistance carried out by an expert to someone based on interview procedures (implementation of BK in schools). So it can be concluded that the meaning of guidance and counseling is a form of service provided by an expert to students to get to know their personalities better so that they can develop all their potential and abilities optimally both at school and in society.

Guidance and counseling in schools is an integral part of education which focuses on facilitating and making students independent in order to achieve their development Wibowo, M. E (2015). Guidance and Counseling does not necessarily only provide services or assistance to overcome personal problems but can also help students develop their potential or talents at school. This is in accordance with the statement (Mahadi, 2022) which explains that guidance and counseling is carried out in an effort to help students to recognize and develop their potential and make the right decisions in achieving independence.

The collaborative role of school stakeholders, especially guardian teachers, teaching teachers and Guidance Counseling teachers, has a significant role in increasing students' academic success both at school and in other achievements. Based on this description, the aim

of this research is to determine the collaboration of guardian teachers and guidance and counseling in improving student academic achievement in vocational schools.

2. Method

This research uses descriptive qualitative research. The qualitative method aims to understand the object being studied in depth. This research was conducted at one of the vocational schools in the city of Malang. Descriptive qualitative research that provides an overview of the collaboration between guidance and counseling teachers and guardian teachers in improving the academic achievement of vocational school students.

The subjects in this research were guardian teachers, guidance and counseling teachers, and class X students at SMK PGRI 3 Malang. Then the objects of this research were the Guardian Teacher, Guidance and Guidance Teacher, and class X students. The data collection technique used was in-depth interview techniques and observation methods. After the data is collected, the next step is to analyze the data by reducing the data, presenting the data, drawing conclusions, and verifying the data. The type of research used was purposive sampling with the requirement that students had academic achievements, guardian teachers who also acted as competition supervisors, and guidance and counseling teachers.

3. Results and Discussion

3.1 Results

1. The Role of the Guardian Teacher

After conducting an interview with the guardian teacher, it was discovered that the student's overall academic achievement could not be said to be good compared to the class of 2019, but the academic achievement of class X students was much better than class XII students because the class done to the maximum. In the learning, there were several students who stood out, for example ST, a class X student who won the LKS competition, even though he only had 9 days to study before the competition started. His desire to achieve success in the academic field made him able to become 1st place in a competition that was said to be quite impossible, even his guardian teacher did not expect this because of the limited time ST had for studying. Even so, the guardian teacher always provides motivation for the students. Motivation also consists of two types, intrinsic motivation which comes from internal stimulation such as ST's desire to achieve success, and extrinsic motivation which is stimulation given from outside the individual such as that of ST's guardian teacher (Ridha, 2020).

The role of the guardian teacher is not only as a teacher but also as a parent for students, because of this the guardian teacher's communication can build good relationships with students and can increase achievement motivation (Pada & Tipoid, 2006). It turns out that the guardian teacher at this school has a role as a guidance counselor and can carry out counseling with students (Nokas et al., 2021), even though the guardian teacher does not have a background as a guidance counselor, he and the guidance counselor always coordinate, apart from that, this guardian teacher learn from his seniors. Even the guardian teachers always make home visits or simply call the students' parents to come to school to discuss the student's progress.

In the learning services provided by guardian teachers, they look for free hours or empty lessons that can be used to carry out additional learning for classes that are thought to have deficiencies in receiving knowledge. For example, if a teacher is conducting training, the free hours can be used for additional learning, of course with the approval of the teacher concerned.

2. The Role of the Guidance and Guidance Teacher

Based on interviews with guidance and counseling teachers at vocational schools regarding the role and collaboration carried out by guidance and counseling teachers with guardian teachers, it is clear that there is a connection between each other in developing students' potential in order to improve students' academic achievements. As a guidance and counseling teacher who also works closely with students, the guidance and counseling teacher takes a direct approach to students at school through various methods such as greeting students in the morning and also when carrying out incidental guidance in class.

At this school, the guidance and counseling teacher does not have a learning schedule so all information relating to students will be conveyed through the guardian teacher. In carrying out counseling services, the first hand, if students need help or specific guidance, is the guardian teacher. The counseling services provided by guardian teachers are carried out because of the large number of students but are not balanced by the number of counselors. Apart from that, this is due to the role of guardian teachers who are the first parents at school. However, the guidance and counseling teacher will continue to monitor the development of counseling handled by the guardian teacher through the administration system owned by the school or by direct communication. When the guardian teacher experiences difficulties or obstacles in completing his services, the guidance and counseling teacher will provide direction or a guidance and counseling perspective. To increase understanding of counseling for guardian teachers, guidance and counseling teachers hold meetings with guardian teachers to share both personally and in large meetings such as meetings or by holding training to bring in an expert in the field of counseling and parenting guidance.

In connection with increasing the potential and abilities of students, guardian teachers and guidance and counseling teachers work together to find the seeds of students who excel. The guardian teacher who is also a teacher will recruit students in the class to be coached to take part in championships or competitions. When carrying out coaching for outstanding students, the guardian teacher also provides counseling to increase motivation or see the obstacles experienced by these students. One example of a case that occurred at this school was when a second-grade student who was found to be academically smart was about to carry out street training. The student experienced difficulties based on family problems so he chose to do PKL in Malang City. Knowing this, the guardian teacher regretted the choice made by the student so joint counseling was carried out with the guidance and counseling teacher at school to consider this problem. Guardian teachers and guidance and counseling teachers think that these students will have greater opportunities when carrying out PKL outside the city so that their potential is better honed. This was then proven by the increase in the student's learning potential and he then won a competition.

This is in accordance with the view of the career self-efficacy theory developed by Bandura which states that a person will be successful in career achievement tasks if he believes in his learning abilities and has good motivation and potential. In accordance with research conducted by Hayadin (2006) stated that there was an increase in student career maturity when student achievement increased. This is due to the student's self-confidence that it will be easier for him to make career plans because it can be adjusted to the achievements he has previously obtained. Students with good learning achievements will have the ability to see their career direction in the future, of course with the role of guardian teachers and guidance and counseling teachers as supporters or motivators. Awareness of the importance of collaboration between guidance and counseling teachers and guardian teachers in capturing academic potential in schools provides an increase in school academic achievement.

3. Student achievement

Based on the results of interviews with ST sources regarding academic achievements in their first year as vocational school students, several important points can be obtained. ST won 1st place in the Malang City Vocational School Student Competency Competition (LKS) in the Mechanical Engineering CAD competition. The choice of ST as the school representative to take part in the competition was based on the results of a selection carried out several days before the competition and was something that ST had never imagined. The short preparation for the competition was a challenge in itself for ST, who experienced demotivation and fatigue during his preparations.

The intensive training with the supervising teacher who was also his guardian teacher was enough to help him overcome the fatigue and demotivation he was experiencing. ST's natural talent, such as being able to understand and remember the material well, is also a supporting factor in his success in understanding the material provided by the supervising teacher. For ST, the supervising teacher who is also his guardian teacher is very helpful and plays an important role in achieving his achievements. This is in line with Puspitorini's opinion (in Rahmasari, 2015) Social support helps improve the psychological condition of someone who is experiencing stress, this is caused by positive influences that can reduce psychological disorders.

Success in achieving achievements does not only come from oneself, but support from those around such as guardian teachers and the school environment is very influential. ST assessed that through the process of training, guidance and counseling carried out with his guardian teacher, he became more motivated and enthusiastic in fighting for his achievements. This motivation that comes from within himself is similar to Sardiman's opinion (in Yuliana, 2019), namely that learning motivation is an impulse within students that triggers and directs learning activities, and ensures the achievement of learning goals. Apart from learning motivation that comes from within himself, external motivation obtained from guardian teachers also helps him achieve achievements, this is in line with the opinion of (Novianti, 2019) which states that external motivation is motivation that comes from other people which is able to bring change to a person. . Based on this opinion, learning motivation brings ST to achieve his achievements.

Not only does it help him understand the material and become motivated, getting counseling and talking with his guardian teacher makes ST feel lighter on his mind and more comfortable when carrying out the guidance process with his guardian teacher. Not only does ST get support from the guardian teacher, ST also gets full support from the school, such as providing all the necessary supporting facilities and dispensation for all learning activities in class and organizations so that ST can prepare intensively. Good collaboration between guardian teachers and other school components is a supporting factor in achieving success.

4. Forms of Collaboration

This form of collaboration between guidance and counseling teachers and guardian teachers produces students with academic achievements. Guidance and Guidance Teachers who hold socialization and training with psychologists for all guardian teachers to provide provisions and direction in dealing with or helping their students solve their academic problems. Guardian teachers who work directly with students feel helped by socialization and training. This training also helps guardian teachers to better understand the potential and abilities of their students. The ability of guardian teachers to understand the potential of their students is also included in

the form of collaboration between guardian teachers and guidance and counseling teachers to attract outstanding students.

The selection of students who have the potential to excel by guardian teachers makes it easier for guidance and counseling teachers to monitor and support students. ST, as an outstanding student, revealed that the support that came from collaboration between guardian teachers and guidance and counseling teachers was enough to make him motivated and enthusiastic about achieving his achievements.

3.2 Discussion

Collaboration between guardian teachers and guidance and counseling teachers can improve student academic achievement (Ramli, Saputra, Mulawarman, & Latif, 2024). Guardian teachers play an active and direct role in student development and achievement as long as the student is still active. Guardian teachers are not only tasked with directly monitoring the progress of students' academic achievements or success but also provide encouragement and motivation to their students to further develop. This is in line with previous research which revealed that guardian teachers act as mentor teachers who provide direction in the form of guidance for students to be able to realize and direct themselves to the maximum (Suwardi, I., & Farnisa, R., 2018). In this case, the guardian teacher is one of the supporters of the success of students in achieving their achievements by providing guidance to their students.

Not only guardian teachers, guidance and counseling teachers also play a role in helping students achieve success. Bk teachers together with guardian teachers collaborate in capturing and developing students' potential. Guidance and Guidance Teachers collaborate with guardian teachers in collecting data and guiding students who need special monitoring such as mentoring and support in achieving their achievements (Ramli & Saputra, 2023). Guidance and guidance teachers and guardian teachers collaborate with each other on different tasks. This is in line with the opinion that collaboration between guidance and counseling teachers and homeroom teachers is carried out deliberately and systematically, where each has different tasks in special services to overcome students' learning difficulties (Fitriani, 2018). Implementation of collaboration between guidance and counseling teachers and guardian teachers to improve student achievement is carried out in accordance with their respective portions and tasks.

4. Conclusion

The guardian teacher is the first hand to determine the competence of students. Guardian teachers carry out coaching both in improving their learning abilities and in improving their ability to manage emotions when participating in competitions. The form of guidance from guardian teachers is not only in the form of academic guidance, but also in the form of counseling which can help students release stress or academic disorders and demotivation, so that they get motivation and inspiration after receiving counseling from guardian teachers so that they are able to get back on their feet. In this case, school guidance and counseling teachers have a role in bridging or introducing guidance and counseling services to guardian teachers.

The suggestion that can be given in this research is that guidance and counseling teachers can introduce guidance and counseling services to guardian teachers so that the services provided to students and schools can provide training programs or activities in implementing counseling services which will be very useful for increasing optimization of the success of services. counseling carried out by guardian teachers for students.

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