The Role of Guidance and Counseling Teachers in Preventing and Overcoming Deviant behavior of Students in Schools

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Abstract
Guidance and counseling services in schools are directed at achieving educational goals and counseling implementation goals. The preventive function is the function of guidance and counseling related to the counselor's efforts to always anticipate various problems that may occur and try to prevent them from being experienced by students. The current reality is that deviant actions can occur anywhere, both in traditional communities, villages, cities and in modern societies whose lives are already modern. This research uses library research. Data collection is done by collecting some literature by grouping it into primary data sources and secondary data. Furthermore, the collected literature was analyzed using content analysis. The results of the study reveal that to prevent the occurrence of deviant behavior in schools, the role of a teacher who specifically handles deviant student behavior is needed, in this case the counseling guidance teacher.

Keywords: teachers, counseling guidance, deviant behavior

INTRODUCTION

Education is a human effort to advance a character that is in harmony with the values of society and must be integrated throughout life, both in the family, in schools and in society. Law Number 20 of 2003 Article I point 1 affirms that "Education is a conscious and planned effort to create an environment and teaching and learning process that can positively develop the potential of learners to obtain religious power, self-control, personality, intelligence, noble character, and skills that are required of themselves, society, nation and state".

Education is also a deliberate and proactive effort by schools, regions and the rest of the country to instill basic moral values in students such as respect for themselves and others, responsibility, integrity and discipline. Character education is within the scope of one of the aspects of student self-discipline. Therefore, character education is closely related to discipline, that is, social and emotional learning of students. (Mukhlisoh & Suwarno, 2019). Law No. 1/2003 concerning the National Education System Article 1 paragraph 6 affirms that "Educators are educational personnel who are qualified as teachers, lecturers, counselors, learning assistants, widyaiswara, tutors, instructors, facilitators, and laian designations that are in accordance with their specificity, and participate in organizing education"(President of the Republic of Indonesia, 2003). Based on law number 2 of 2003, it can be understood that counselors are one type of educator such as teachers, lecturers, and other educators.

Counselors have the task of providing counseling in schools. Counseling is the assistance of trained and experienced mentors in need, so that the person develops their potential optimally, is able to overcome their problems, and is able to adapt to the environment. (Amti, 2008). From the above opinion, it is explained that counseling is the assistance that counselors provide to counselors including unique, harmonious human efforts, carried out in a professional atmosphere and based on applicable standards. Therefore, in order for the counselor to overcome his problems, acquire a self-image and self-confidence to correct his behavior now and in the future. Prayitno and Erman Amti further explained that "The general purpose of guidance and counseling is to help individuals develop optimally according to their stages and developmental tendencies, diverse backgrounds, and according to the positive needs of the environment. In this regard, guidance and counseling help individuals become productive human beings in their lives who have the right understanding, perspective, interpretation, choice, adjustment and skills in themselves and their environment. (Syafaruddin, Ahmad Syarqawi, 2019).
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Based on the above opinions, it can be understood that the general purpose of guidance and counseling is to make an independent person with the following characteristics:

a. Know yourself and the environment accurately and objectively.
b. Accept yourself and the environment positively and dynamically.
c. Can make the right and wise decisions.
d. Direct yourself in accordance with the decisions taken.
e. Can actualize yourself optimally.

Furthermore, Prayitno, et al explained that the specific purpose of guidance and counseling in schools is to perfect the general objectives related to issues of self-problems related to the complexity of these problems. (Amti, 2008)

Based on the description above, it can be concluded, that Guidance and counseling aims to guide students to better understand themselves both through their weaknesses and strengths and have the courage to make good decisions for themselves. It also supports the achievement of the goals of development and independence of students in realizing a pious, independent and responsible person, as well as knowing, understanding and optimally developing the potential, strengths and challenges of student development.

In guidance and counseling has the functions of guidance and counseling are, as follows:

a. The function of understanding is so that the subject served understands the condition of himself and his environment and its various contextuals.
b. The function of maintenance and development is to maintain and develop the positive conditions that exist in the object served and direct it to the life of its behavior KES.
c. The preventive function is to prevent negative conditions from arising in the subject being served.
d. The function of alleviation is to overcome the negative condition in the subject being served so that it becomes positive.
e. The advocacy function is to re-enforce the rights of the subjects served that are neglected, violated by other parties. (Susanto, 2018)

From the foregoing it can be concluded, that the function of guidance and counseling consists of understanding, maintenance and development, prevention, alleviation, and advocacy. The function of guidance and counseling is created through the implementation of various types of services in guidance and counseling and support guidance and counseling to develop potential, overcome problems, be able to understand themselves and the environment so that clients are able to make their own decisions.

Counseling services in schools seek to assist students in their personal development, social life, learning activities, planning, and career development. The provision of counseling guidance facilitates the development of students individually, in groups and / or classically according to the needs, potentials, talents, interests, developments, prerequisites and potentials of the student. The service also helps students overcome their weaknesses, obstacles and problems.

In carrying out counseling services and activities that are their duties and responsibilities, counselors and counseling teachers are committed to serving the achievement of overall educational goals and in particular meeting the needs and achieving the development goals of each student in accordance with the needs, potentials, talents, interests, and personalities of students in the school.

Carmical and Calvin suggested that the duties of a school counselor were:

a. Providing the students an opportunity to “talk through his problems”.
b. Counseling with potential dropouts.
c. Counseling with students concerning academic failure.
d. Counseling with student in evaluating personal assets and limitations.
e. Counseling with students concerning learner difficulties (Syafaruddin, Ahmad Syarqawi, 2019)

Based on the results above, it can be understood that the role of the counseling teacher is to help students achieve the expected goals by following a quality educational process by providing counseling services and other activities.

The main task of the guidance and counseling teacher is to compile a guidance and counseling program, carry out guidance and counseling programs, evaluate guidance and counseling activities, review the results of guidance and counseling activities and follow up in guidance and counseling programs for students who are their responsibility. (Delarosa, 2019) Based on the description above, it can be concluded, that the main duties of the guidance and counseling teacher are as follows:

1. Plan guidance and counseling activities related to the development of student discipline.
2. Carry out guidance and counseling activities related to the development of student discipline.
3. Assess the process and results of guidance and counseling service activities related to the development of student discipline.
4. Analyze the results of guidance and counseling assessments related to the development of student discipline.
5. Carry out follow-up based on the results of the analysis of guidance assessment and counseling related to the development of student discipline.

Human beings are social beings. As social beings, humans coexist with other humans. Human beings cannot live alone. Humans depend on other humans. This dependence leads the human being to interact with other human beings in order to meet his own needs. during the socialization process in society, a person consciously or unconsciously will tend to have greater potential to carry out deviant behavior, both in behavior on a large and small scale. Deviant actions can occur anywhere, both in traditional societies, villages, cities and in modern societies whose lives are already modern. Forms of juvenile delinquency include lying, staying up late that is not beneficial, skipping school, fighting, brawling between students, throwing garbage out of place or carelessly, reading or watching porn videos, participating in wild racing actions, drinking alcohol, participating in gambling, stealing and gunning, and drug or drug abuse. (Burlian, 2016)

From the research results of Ani Yuniati et al, it was found that deviant behavior is still found in students at Pekalongan City Junior High School, especially at SMPN 4, SMPN 5, SMPN 7, SMPN 8, SMPN 10 and SMPN 15 Pekalongan. Deviant behaviors that are still often encountered include acts of violence between students, fights or fights between students, mobbing and courtship beyond the limits of reasonableness. (Yuniati, 2017) drug abuse such as drugs, fights between students, having sexual relations outside of marriage, is a form of deviant behavior that occurs a lot. Various types of deviations are often encountered around us, such deviant behavior certainly interferes with the comfort of the community in everyday life. Dotted with the grand tour above, the author intends to examine how the efforts of guidance and counseling teachers in preventing deviant behavior of students in schools.

METHOD

In this study, the author used a literature review approach, namely conducting an assessment of literature related to counseling guidance from various sources. (Zed, 2004). The data sources in this study are primary data sources as the main data and secondary data sources as supporting data. Furthermore, the collected data is analyzed using content analysis, or content analysis. (Auliyah et al., 2021).
RESULTS AND DISCUSSION

Adolescent Deviant Behavior

Deviant behavior is a behavior that is often considered by most people to be despicable behavior and beyond the bounds of reasonableness. (Burlian, 2016) Deviant behavior includes behavior that violates the norms governing the social system and makes it the creation or formation of those responsible for that system to correct their behavior. (Akhmadi, 2016).

Deviant behavior is a behavior or condition that is contrary to the social norms in which the behavior or condition is studied. Obeying and adjusting to a set of group norms can mean violating the norms of others. People acquire norms through socialization or learning as they interact with others in a group. Intimacy and perverted nature to achieve the same goal. This relationship can also alienate relationships between people who are competent with each other, for example between groups.

For the sake of one's own happiness, self-image and other concerns in social interaction are ignored for the sake of one's own well-being. It is difficult to find common ground between individual interests and communal interests in urban life. Moreover, individualism is seen as more important than social responsibility and obligation. (Ridwan & Kader, 2016) Deviations do not always violate all norms. Perpetrators of deviation violate one norm, but not with the norm of another. In addition, there are no common patterns of behavior that follow or violate the Guidelines. For example, criminals may commit robbery but not commit acts of infidelity because they see marriage as a sacred and sacred bond. There is no deviant person who constantly diverges. Even the most deviant perverted perverts only deviate at a certain time and situation.

The theory of deviation from the point of view of the sociological perspective is the theory of control, which states that all human beings tend to disobey the law or feel the need to violate it. Therefore, control theorists view deviant behavior as a logical consequence of a person's violation of the law. A person behaves deviantly if in the opinion of most people (at least a certain group or community), his behavior and actions deviate from the reasonableness, customary customs, and values of the applicable rules. (Kartika, 2017)

Everything will definitely go through the so-called process. Deviations are no exception. People who engage in deviant behavior will inevitably go through a very long phase of the process. The perpetrator of the deviation does not become deviant simply by committing a deviant act. Sociologically, deviance occurs because a person plays a social role that shows deviant behavior.

Based on what was already outlined in the section above, it explains that the concept of deviant behavior provides a theory that links deviant behavior with the understanding of the law. A person’s understanding of an object determines his behavior. This is in accordance with Lewin's field theory Field theory which states that organisms operate in stages of behavior and are accompanied by direct understanding and situations. Kurt Lewin's theory means that organisms have an active nature in behavioral behavior. That is, he can carry out activities as he wants and in carrying out these activities it is necessary to understand the situation or problem at hand. (Kholifah Sa'idah et al., 2019).

Guidance and Counseling

According to Prayitno et al. Counseling is defined as "the professional process of helping people, both children, adolescents and adults, to enable those who are guided to develop their own independent competencies, to use their individual strengths, and to make good use of the availability of available and developable means on the basis of applicable standards.
The above view shows that counseling helps individuals understand and accept themselves and their environment, guide themselves, and adapt positively and constructively to the demands of life norms to achieve a meaningful life. Based on the above understanding, it means that guidance is a process of providing continuous and systematic support from a mentor to someone who is conducting guidance to achieve independence in terms of self-understanding, self-acceptance, self-orientation, and independence understanding that it is a process. The realization of the achievement of an optimal level of development and adaptation to the environment.

Counseling is the most important set of activities that in carrying out guidance help clients face various specific problems so that they can take responsibility for themselves. (Han & goleman, Daniel; boyatzis, Richard; Mckee, 2019). Counseling is an aid for those who need the support of trained and experienced mentors to help individuals reach their potential, overcome challenges and adapt to an ever-changing environment. (Rofiq, 2018)

Based on the results of the above views, we can conclude that counseling is the assistance provided by trained and experienced counselors and counseling teachers to those who need help for optimal potential development, problem solving, and being able to understand themselves and their environment.

Guidance and counseling services in schools are a process that is interrelated and carried out continuously and consistently. So that all students can understand themselves, be able to adapt to their environment, be responsible for their development, their school, their family, according to the situation and conditions of the school environment, family and community.

Guidance and counseling services in schools are aimed at achieving educational goals and the purpose of implementing guidance. According to Prayitno et al., the achievement of a happy human life depends on the availability of service support in providing a supportive boost in developmental support and problem assistance achieved in a way that allows the individual to develop optimally, independently and happily. (Lestari, 2017) . The purpose of guidance and counseling services is to enable clients in care to live consciously and freely by recognizing this awareness and freedom to make wise decisions and take various self-adjustment measures as well as to face challenges in shaping life to adapt to oneself. (Ramlah, 2018)

The conclusion from the foregoing that the purpose of guidance and counseling is to guide the student to better understand both his weaknesses and strengths and have the courage to make the right decisions for himself. In addition, it also helps the achievement of the goals of development and independence of students in realizing a devout, independent and responsible personality, recognizing, understanding and developing the strengths and challenges of student development, understanding them and developing them optimally. In guidance and counseling has a function,

1) The function of understanding is so that the subject served understands the condition of himself and his environment and its various contextuals.

2) The function of maintenance and development is to maintain and develop the positive conditions that exist in the object served and direct it to the life of its behavior KES.

3) The preventive function is to prevent negative conditions from arising in the subject being served.

4) The function of alleviation is to overcome the negative condition in the subject being served so that it becomes positive.

5) The advocacy function is to re-enforce the rights of the subjects served who are neglected, violated by others. (Vianda, 2015).
From the foregoing it can be concluded, that the function of guidance and counseling consists of understanding, maintenance and development, prevention, alleviation, and advocacy. The function of guidance and counseling is realized through the implementation of various types of services in guidance and counseling and support guidance and counseling to develop potential, overcome problems, be able to understand themselves and the environment so that clients are able to make their own decisions.

In carrying out guidance and counseling services, it includes four areas, namely:

1. The development of personal life is guidance and counseling that assists the student in understanding, evaluating and developing his own potential and skills, his talents and interests, as well as his living conditions realistically according to his personality traits and needs.

2. Social Development is an area of guidance and counseling services that helps students understand, assess, and develop their ability to have healthy and effective social relationships with peers, family, and members of the wider community.

3. Learning Skills Development is an area of guidance and counseling services that helps students enter school and develop learning skills for independent learning.

4. Career Development is a service area that helps students understand and evaluate information and make career choices and decisions. (Syafaruddin, Ahmad Syarqawi, 2019).

Based on the results of the opinions described above, it can be concluded that these areas of development are developed by guidance and counseling teachers to develop potential and overcome problems so that the client is able to lead himself.

In developing these areas by using services in counseling, it also facilitates the growth of students individually and in groups according to their needs, potentials, talents, interests, development and opportunities, and helps them overcome their weaknesses, obstacles and problems.

In guidance and counseling there are types of services. Prayitno explained that the types of counseling services consist of:

1. Orientation services are services in guidance and counseling that aim to introduce new things to students so that students can adjust to the new environment they enter.

2. Information services are services in guidance and counseling provided to students to increase students' insight into something useful for getting to know themselves, developing positive attitudes and habits.

3. Placement and distribution services are guidance and counseling services that allow students to be in the right position and choice, for example in study groups, extra-curricular activities.

4. Content mastery services are guidance and counseling services that allow students to understand and develop good learning habits, skills and materials that match the speed and difficulty of learning.

5. Individual counseling services are guidance and counseling services that allow students to get services directly face-to-face with guidance and counseling teachers in order to discuss their problems according to their needs and problems experienced.

6. Group guidance services are guidance and counseling services that allow students to jointly obtain things that are beneficial to daily life.

7. Group counseling services are guidance and counseling services that allow students to have opportunities for discussion and alleviation of problems experienced through groups.

8. Consulting services, namely guidance and counseling services carried out by the counselor to a customer, are called consultancies that allow the consultancy
to gain insight, understanding and the ways it needs to be carried out in dealing with third-party problems.

9. Mediation services are guidance and counseling services carried out by counselors on two parties who are in a state of not finding a match for each other. (Lestari, 2017). From the description above, the types of counseling services are orientation services, information services, mediation and distribution services, content mastery services, individual counseling services, group counseling services, consulting services, mediation services and advocacy services. Guidance and counseling services in schools help students overcome weaknesses, obstacles and problems they face, help them meet their psychosocial needs, realize their aspirations, realize their skills and potential, and help them to make their own decisions and be able to account for the decisions they choose and can develop their potential and abilities.

In guidance and counseling there are supporting activities. Prayitno explained that the supporting activities for guidance and counseling are:

1. Instrument application is a supporting activity in guidance and counseling to collect data and information about students through various instruments.

2. Datasets are supporting activities in guidance and counseling to collect data and information that is relevant to student development needs in various aspects.

3. Home visits are supporting activities in guidance and counseling aimed at obtaining various data and information needed in understanding the environment and student problems, as well as for discussion and alleviation of student problems.

4. The case conference is an activity that discusses student problems in a discussion forum attended by relevant parties with the aim of providing further data and conveniences for the eradication of these problems.

5. The library display is an activity that provides various libraries that students can use in personal development, social abilities, learning activities, and careers.

6. Case transfer is a supporting activity in guidance and counseling to get more appropriate and complete treatment of problems experienced by students, by transferring the handling of cases from one party to an expert party. (Musuroh, 2012). Based on the description above, it can be concluded that supporting activities in guidance and counseling consist of the use of equipment, data collection, home visits, case conferences, library displays, and case transfers. In Guidance and Counseling, support activities are usually not aimed at solving the client's problems directly, but rather at obtaining data and other information, facilities or commitments that will help the smooth and successful implementation of student service activities. These support activities are usually carried out without direct contact with the recipient of the service. In addition, guidance and consulting services are implemented effectively, and also carry out supporting activities to achieve the goals that have been planned.

**The Role of Guidance and Counseling Teachers in Preventing and Overcoming Deviant Behavior of Adolescents in Schools**

According to LawNumber 20 of 2003 Article I point 1 affirms that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control,
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An educator is a professional who is responsible for planning and implementing the learning process, in accordance with Law No. 20/2003, Article 39, Paragraph 2. In this case, the guidance teacher carries out counseling services, so that the guidance teacher has the consequence of meeting professional requirements as an educator, where in organizing counseling services for students who are his responsibility, starting with an activity plan or designing a counseling activity program.

Guidance and counseling are a component part of schools that provide counseling services individually, in groups, or traditionally to students. One of the responsibilities of guidance and counseling teachers is to help students develop their potential positively. This includes the habit of studying and completing tasks on time, so that students can have the potential to become independent individuals.

School guidance is used as a forum for independence so that each student can develop in accordance with the existing developmental challenges. The essence of guidance and counseling in schools is that it can help students in many ways. First, in the development of learning in schools. Secondly, students can get to know themselves, and thirdly, students can determine the ideals and goals in their lives. Fourth, addressing personal problems that interfere with learning in schools.

The directions of activities that must be carried out by professional counselors in schools / madrasahs to related parties, especially students, school / madrasah leaders, fellow educators and parents are as follows:

a. Socialize the main duties of the counselor in administrative and management activities as well as the development of counseling services to related parties and carry out the main duties with full ability and dedication

b. Socialize the structure of counseling services in schools / madrasahs to related parties and cooperate with leaders and personnel as well as elements of the organizational structure for the success of counseling services

c. Develop a counseling service program for each class that is their responsibility in accordance with the stages and tasks of development and the needs of students in a tiered manner from the annual program to the daily program using satlan and satkung and synchronize the counseling service program for students to the education program as a whole; Preparation of counseling service programs in accordance with the need assessment in the form of annual, semestery, monthly, weekly and daily programs.

d. Implementing counseling service programs contained in satlan and satkung as well as reports on the implementation of programs / lapelprog and making satlan and satkung as the basis for implementing and evaluating the counseling service process; Documenting the format of satlan, satkung and lapelprog as physical evidence of the implementation of counseling services.

e. Evaluating the results of service implementation through immediate assessment / laiseg, short-term assessment / laijapen and long-term assessment / laijapang, evaluating the process of implementing counseling services, conducting follow-up on data on evaluation of results and the process of counseling services, and integrating data on the evaluation of results and process of service implementation into lapelprog

f. Obtain the assignment of at least 150 students who are their responsibility; get to know each of these students personally; identify the problems and needs of each student for which they are responsible through various instruments that can be used; Carry out counseling services for each student according to their needs; Directly serve students who need counseling services immediately;

g. For the volume of service, it serves all learners who are 150 without exception; Providing counseling services for each student 10 times in one
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Our focus: Social and Culture


Guidance and counseling services in schools are directed at achieving educational goals and the objectives of counseling implementation. As one of the educational institutions, schools need BK services in the implementation and improvement of living conditions in schools in order to achieve educational goals that go hand in hand with the vision of the counseling profession.

In carrying out guidance and counseling services and activities that are their duties and responsibilities, guidance and counseling teachers become servants for the achievement of overall educational goals, especially for the fulfillment of needs and the achievement of development goals of each student in accordance with the needs, potentials, talents, interests, and personalities of students in school. So that a happy humanitarian life is realized through the availability of assistance services in providing support for the development and alleviation of problems so that individuals develop optimally, independently and happily. (Musruruh, 2012)

The preventive function is the guidance and counseling function related to the counselor's efforts to always anticipate various problems that may occur and try to prevent them, so that they are not experienced by students. (Mange, 2019). To prevent deviant behavior in schools, guidance and counseling teachers provide:

1. Individual counseling services are guidance and counseling services that allow students to get services directly face-to-face with guidance and counseling teachers in order to discuss their problems according to their needs and problems experienced.

2. Group guidance services are guidance and counseling services that enable students to jointly obtain things that are beneficial to daily life. The guidance and group service materials related to deviant behavior.

3. Group counseling services are guidance and counseling services that allow students to have opportunities for discussion and alleviation of problems experienced through groups.

CONCLUSION

The efforts of guidance and counseling teachers in preventing adolescent deviant behavior by providing

1. Individual counseling services.

   Individual counseling services are guidance and counseling services that allow students to get services directly face-to-face with guidance and counseling teachers in order to discuss their problems according to their needs and problems experienced.

2. Group guidance services.

   Layanan bimbingan kelompok merupakan layanan bimbingan dan konseling yang memungkinkan siswa secara bersama-sama memperoleh berbagai hal yang bermanfaat bagi kehidupan sehari-hari. Adapun materi layanan bimbingan dan kelompok berkaitan perilaku menyimpang.

3. Group counseling services.

   Group counseling services are guidance and counseling services that allow students to get opportunities for discussion and alleviation of problems experienced through groups.
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BIBLIOGRAPHY