



The Management of Guidance and Counseling Teachers in Addressing Student Delinquency at MTs Al-Iman Mukomuko

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Abstract: *The objective of this study is to gain a comprehensive understanding of the dynamics of student delinquency at MTs Al-Iman Mukomuko and to examine the effectiveness of the efforts made by Guidance and Counseling (BK) teachers in addressing these issues. This research adopts a qualitative descriptive methodology. The subjects of the study include BK teachers, students, and related parties at MTs Al-Iman Mukomuko. Additional data collection methods used in this study are observation, interviews, documentation, and questionnaires. Data analysis involves data collection, reduction, presentation, and verification. The researcher acts as the primary instrument, supported by tools such as interview guidelines, observation sheets, and questionnaires. At MTs Al-Iman Mukomuko, guidance and counseling (BK) management has demonstrated positive results in addressing student delinquency. This indicates that the approaches employed by BK teachers are effective in dealing with various issues faced by students. However, this study also highlights that increasing parental involvement is crucial for the success of the BK program. Parents who actively participate in the guidance and counseling process can provide additional support to students, enhance their sense of care, and contribute to emotional stability. To achieve better outcomes, it is also essential to optimize available resources, including community support and facilities.*

Keywords: *Management, Teacher, Guidance Counseling, Student Delinquency*

INTRODUCTION

Education is very important to shape character generation young. To deal with student delinquency, a comprehensive and systematic approach is needed.. Their delinquency, which includes various dangerous behaviors such as truancy, smoking, and physical conflict, not only poses a threat to the school environment but also shows the complexity of the social and psychological problems faced by students (Syafi'I et al., 2024). To solve this problem, guidance management counselors (BK) become a strategic tool by prioritizing a sustainable approach, which includes a mature planning phase, proper program implementation targets, and ongoing evaluation (Prapai et al., 2024).

The social phenomenon at MTs Al-Iman Mukomuko is a complex reflection of the diversity that exists in the educational environment. In this educational environment, differences in economic background, culture, and individual characteristics of students create very dynamic and



challenging social dynamics (Zhao et al., 2024). This diversity affects the way students interact with each other and causes a number of social problems that need to be addressed. be noticed. Misunderstandings, deviant behavior, and disciplinary violations are examples of these problems (Sholeh et al., 2024). This comprehensive method includes ongoing prevention, intervention, and training with the aim of creating an inclusive educational environment that values diversity. Diversity can help character building and development potential student.

In research previously, weaknesses main from the conventional method is that BK practices often limited to implementation mechanisms without strategic planning and evaluation sustainable. On the other hand, the special situation of madrasah education demands a more integrated and sensitive strategy. to aspect Islam. This study innovatively offers a new conceptual framework that not only emphasizes the technical elements of BK management but also integrates Islamic pedagogical and spiritual principles. The result is a more in-depth, contextual, and significant counseling approach model.

The purpose of this study is to gain a comprehensive understanding of the dynamics of student delinquency at MTs Al-Iman Mukomuko and to illuminates how effective the efforts of Guidance and Counseling (BK) teachers are in addressing this issue. Specifically, this study aims to identify the types and factors causing student delinquency. It will also explain how BK teachers handle student delinquency by focusing on program planning, implementation, and evaluation. In addition, this study will also analyze the barriers faced by BK teachers during the counseling process. This study also seeks to find ways to improve BK programs in schools.

METHOD

This study uses a descriptive qualitative methodology. This method is designed to provide an overview and understanding of how BK management practices are implemented in the field. BK teachers, students, and other parties related to MTs Al-Iman Mukomuko is subject research. The researcher serves as the main tool with the help of tools such as interview guidelines, observation sheets, and questionnaires. Other data collection techniques are observation, interviews, documentation, and questionnaires. Data analysis includes data collection, reduction, data presentation, and data verification. Triangulation techniques are used to ensure valid data through various sources and methods.



RESULT AND DISCUSSION

Management Guidance MTs Al-Iman Counseling

Planning guidance counselors at MTs Al-Iman is a structured and comprehensive process that begins with analyzing the school environment and student characteristics. The characteristics of students include various developmental ages, the school's vision and mission that must be in accordance with educational goals, and the Islamic values that underlie their behavior and attitudes. In addition, the approach taken by the guidance counselor teacher is greatly influenced by environmental elements, such as the needs of students living in dormitories. To create a useful guidance program, it is essential to understand this context.

After conducting the characteristic analysis, the next step is to create a work plan for Guidance and Counseling at MTs Al-Iman. At this stage, the guidance and counseling teacher works together with his colleagues to create a guidance plan that suits the needs of the students and the school situation. This work program consists of five service points that focus on the development of various aspects of the students. First, basic services are provided to all students to help them develop optimally, which include social skills, ethical skills, faith, and positive mindsets. Second, responsive services are provided to help students deal with emotional problems and independence difficulties quickly.

Next, interest services provide opportunities for students to explore and develop their own talents and interests; fourth, individual planning services help students plan their future by understanding their strengths and weaknesses; and finally, system support serves to establish, maintain, and enhance relationships between students and teachers and other school environments, creating an environment where students can develop their own potential.

In addition to the five main services, four other important factors influence the success of the guidance program at MTs Al-Iman. First, the school provides a special room for guidance counseling, although students who take interest and talent guidance often choose to do it outside the classroom to feel more comfortable. Second, the schedule that has been set for guidance counseling ensures that students can follow the program without disrupting teaching and learning activities. Third, MTs Al-Iman's guidance strategy includes a variety of approaches, including individual counseling that gives special attention to students in dealing with their personal



problems, and group guidance that helps students talk and interact with each other so that they can effectively deal with group problems. Mediation services, which help students who have problems or disputes with other parties, are also an important part of this approach. Finally, the guidance counseling material is tailored to the type of delinquency or difficulty faced by students, so that the material is relevant and helpful to them.

After the planning stage, the organizing process is the next step in the guidance counselor process at MTs Al-Iman. Here, each counselor has the task and responsibility to work together with the homeroom teacher and the principal to handle problems faced by students. The problem-solving process begins with each homeroom teacher acting as the first person to communicate with students. The homeroom teacher is responsible for finding and solving problems that arise in the classroom. The homeroom teacher will refer students to the guidance counselor teacher for additional assistance if they are unable to resolve the problem.

If the problem is not resolved after the counselor's assistance, the last step is to contact the principal. The principal can provide additional instructions and assistance. The structure of MTs Al-Iman Guidance and Counseling is as follows: Mr. Said Al-Yusro acts as the chairman, assisted by Mrs. Sajidah and other members, including the homeroom teacher and the principal. This team works together to create an effective system for dealing with student problems.

After developing a planning and organizing strategy, the next step in implementing Guidance and Counseling services at MTs Al-Iman is to find out the problems that are currently occurring. The initial stage is very important because guidance and counseling teachers must understand the problems faced by students. During the identification process, students are observed and contacted to identify the types of misbehavior that may occur, such as disciplinary violations, social problems, or academic difficulties. Teachers can provide more effective instruction by understanding the existing problems and determining the right material and time for instruction.

The next step is to collect data after the problem is found. All information about the student must be collected by the guidance counselor. Observations, academic records, interviews, and questionnaires can be sources of this data. In order to achieve the goals of guidance counseling, thorough data collection is essential because accurate information will help in analysis and diagnosis. Guidance counselors analyze the data after they have obtained it. This analysis includes quantitative processing of test results, where numbers and statistics are used to get an overview of



the student's performance. In addition, non-test data is analyzed qualitatively, which includes elements such as the student's behavior, emotions, and social interactions. By conducting this analysis, counselors can gain deeper insight into the student's condition and the factors that influence their behavior.

After the analysis, the diagnosis comes. At this point, the counselor tries to determine the background of the problem and the elements that contribute to the student's problems. A proper diagnosis is essential to determining the right intervention measures. The counselor will consider many things, such as peers, family environment, and the student himself. After the diagnosis is complete, the counselor makes a prognosis, which means the assistance that will be given according to the problems faced by the student. Examples of these interventions include individual counseling, group counseling, or character education courses that focus on the student's social and emotional development.

Research at MTs Al-Iman found that Guidance and Counseling is always accompanied by systematic evaluation to ensure that the school can meet parents' expectations. Parents want schools that can handle the various problems and challenges faced by students and help them achieve their best. Evaluation of Guidance and Counseling at MTs Al-Iman includes several important interrelated elements.

The first main focus is student evaluation, which is done to find out if there is a significant change in students after receiving instruction. This process does not only look at the final results; it also looks at how their attitudes, behaviors, and academic performance develop. This evaluation serves as a control to ensure that the guidance program implemented really provides benefits to students. Therefore, guidance and counseling teachers can determine whether the approaches and methods used are appropriate or need to be changed.

The next step is program evaluation. The school holds an annual meeting with the principal and all relevant staff after conducting student evaluations. The purpose of this meeting is to discuss how well the instruction has been delivered. At this meeting, people talk about evaluating the existing program and whether there is a need to add or reduce programs. This is important to keep the guidance and counseling program relevant and effective in better meeting the needs of students.

Outcome evaluation is conducted after program evaluation. The purpose of this stage is to evaluate how effective the assistance provided has been in achieving the expected results. To



assess how effective the guidance program is in helping students develop, both academically and non-academically, an outcome evaluation must be conducted. In this assessment, things like grade improvement, behavioral changes, and student satisfaction with guidance services are also counted.

Types and Factors of Student Delinquency at MTs Al-Iman

As a result of interviews conducted by researchers, students at MTs Al-Iman committed various types of delinquency during the 2023/2024 academic year. Several categories of delinquency include being late for school, playing truant, not wearing a uniform, lying, smoking, stealing (*ghosob*), dating, fighting, and carrying a cellphone. This delinquency is classified based on severity, from the lightest to the most severe. The results of interviews with Mr. Sa'id Al-Yusro and Mrs. Sajidah, guidance and counseling teachers, showed that schools can still handle types of delinquency such as playing truant, smoking, and student fights. This is because there are many factors that influence student delinquency. They stated that the main source of child delinquency often comes from problems in the family, including problems such as a broken home, where children feel that they do not get enough attention and supervision from their parents. This was acknowledged by Mr. Triyan Permadi, Principal of MTs Al-Iman, who added that the social environment at school and in the community also affects student behavior.

The family environment greatly influences children's behavior, because poor parenting and lack of affirmation from parents can lead children to delinquency. In addition, children often feel neglected and seek attention outside the home in situations of families experiencing economic problems or broken homes. On the contrary, the school environment is the second most important place for education after the family. Student-teacher interactions at school often have a negative impact on students' mental development, leading to delinquency. Students who experience personal problems often find it difficult to get the attention they need, making them choose to skip school or seek satisfaction outside of school, even though the school should serve as a place to educate and guide them.

Society also influences children's behavior. Children will meet various people in social interactions in society, including peers and adults. These interactions can have an impact on children's attitudes and behaviors, both positively and negatively. Therefore, the family environment, school, and society as a whole interact with each other and have an impact on



students' behavior at MTs Al-Iman. Schools should be aware of these factors when they create better guidance plans to deal with student delinquency and help them develop and grow as a whole.

Inhibiting Factors for Guidance and Counseling Teachers in Overcome Student Delinquency

It is very important to have guidance and counseling teachers because subject teachers cannot fully supervise students' behavior and development. Guidance and counseling teachers are responsible for helping and assisting students in solving their problems, so that it is easier for them to become people with noble character and good personality. Guidance and counseling teachers, however, often face various challenges and obstacles when trying to overcome student delinquency.

Mr. Sa'id Al-Yusro, a guidance and counseling teacher at MTs Al-Iman, said that one of the main problems is the lack of response from parents. Many parents believe that their job is only to earn a living, so that the school is fully responsible for the character education of students. As a result, they no longer think about the problems faced by their children. Guidance and counseling teachers usually try to communicate immediately with parents in this situation to encourage them to participate and help solve the problems faced by their students.

Mrs. Sajidah also said that one of the problems often faced is when parents do not take their children's problems seriously. Parents will sometimes defend their children even though they know that the child has committed a violation at school. In addition, the effects of mobile phones and uncontrolled technological advances are another problem. Therefore, the opinions of guidance and counseling teachers and the principal of MTs Al-Iman show that cooperation between guidance and counseling teachers and parents is very important in dealing with student delinquency. Guidance provided by guidance and counseling teachers will be less effective and optimal if there is no parental participation. Therefore, all parties must work together well to create an environment that supports the growth of character and positive behavior in students.

Implication Management Management of Guidance and Counseling Teachers

This study found many important things about how guidance and counseling (BK) teachers handle student delinquency at MTs Al-Iman Mukomuko. In relation to this situation, student delinquency is divided into three different categories. These categories have different characteristics and levels of severity. First, actions such as truancy and arriving late to school are included in the category of minor delinquency. Second, delinquency that involves more serious



actions, such as smoking and bringing mobile phones to school, which can indicate a bigger problem if not addressed. These actions may seem trivial, but they can indicate a bigger problem. This behavior not only violates school rules but also has a negative impact on the environment social students. Finally, serious delinquency includes more detrimental behaviors, such as stealing money and hurting friends. These behaviors not only impact the individuals involved, but also cause discomfort at school.

The factors that contribute to this delinquency are very diverse and can be understood from various perspectives. Many students come from unsupportive family environments, without parental attention and affection. This often exacerbated by unstable family economic conditions, which can cause stress and instability in the child's daily life. The school environment is also very important. Minimal supervision of students can allow delinquency to develop in a place where students do not feel there is consequence or attention to action them. The condition of society is also important. Negative social influences, such as bad habits and unhealthy relationships, can affect students' decisions and behavior. This problem is also caused by a lack of attention to the activities of children around them, which causes children to feel neglected and seek attention in the wrong way.

These results indicate that effective cooperation between parents, schools, and the community is needed to overcome student delinquency. Everyone has an important role in creating an environment that supports positive development for students. If everyone works well together, we can reduce the level of delinquency and create a safer and more enjoyable learning environment. It is very important that everyone actively participates in giving more attention to children so that they can grow and develop well.

Guidance teacher management Counseling (BK) at MTs Al-Iman includes four aspect main mutual related, namely planning, organizing, implementing, and evaluating. During the planning stage, the BK teacher is responsible for creating a work program that is tailored to the characteristics of the students and the needs of the school so that the program can provide optimal results. Furthermore, the organizing part involves dividing tasks among the BK teachers to ensure that everyone has a clear task and can work well together. In the implementation stage, actions include individual and group counseling and additional activities such as home visits to understand the problems faced by students.



This activity is very important to build a better relationship between the guidance and counseling teacher and students. It is also important to gain a better understanding of their condition. Finally, an evaluation is conducted to ensure the success of the guidance and counseling program and to ensure that the goals are achieved. However, there are many challenges faced by guidance and counseling teachers when running this program, one of which is the lack of parental attention to their children's problems. In addition, the negative consequences of uncontrolled technology use are also different problems, which can affect students' behavior and concentration. In order for the guidance and counseling program to be successful and beneficial to students, these obstacles must be considered.

According to Kartini Kartono's theory, there are two main categories of factors that influence student delinquency: internal factors and external factors. Internal factors include students' personality traits, such as emotionality levels, stress management skills, and mindsets. External factors include important aspects of students' lives, such as family, community, and school environments. In MTs Al-Iman, research shows that external factors, especially the influence of family and social environment, are very important in encouraging delinquent behavior. For example, a disharmonious family situation, where children do not receive attention or affection from others, can cause children to develop deviant behavior. Negative peer influence is also important, as students tend to imitate the bad behavior of others.

This study also confirms GR Terry's management theory. This theory emphasizes that to achieve organizational goals, four managerial functions must be prioritized, namely planning, organizing, implementing, and supervising. As part of the guidance and counseling management at MTs Al-Iman, the implementation of these functions in a systematic manner has been shown to help deal with student delinquency problems more effectively. For example, at the planning stage, BK teachers can use the existing situation analysis to create programs specifically designed to address the causes of delinquency. In addition, good organization can ensure that each BK teacher has a clear role in implementing the program. The supervision process will ensure that the program runs according to plan and can be adjusted if necessary. On the other hand, the implementation of planned and directed activities will provide opportunities for students to engage in useful activities.

According to educational theory and law, the role of guidance and counseling (BK) teachers as facilitators and mediators is very important to support the overall development of students. BK



teachers act as advisors and liaisons between students, parents, and the school environment (Affandi et al., 2023; Asmanasari, 2019; Hardiansyah et al., 2024) to better understand and meet students' developmental needs. Individual counseling and other methods have been shown to help students overcome personal problems such as social pressure, emotional problems, and academic difficulties (Minarti et al., 2024 ; Efendi et al., 2024; Sabarudin et al., 2024; Romlah et al., 2024). BK teachers can help students in counseling sessions by providing a safe environment where they can express themselves so that they feel heard and understood. In turn, this can improve their mental health and well-being.

Theoretically his study helps develop educational management theory, especially guidance and counseling theory. This study shows that guidance and counseling (BK) methods that are adjusted to students' needs and different school characteristics can help overcome student delinquency (Sholeh et al., 2024; Sutrisno et al., 2024). BK teachers can make more targeted interventions and have more significant impacts by understanding the context and background of students. Practically, this study also suggests improving training for BK teachers so that they can use technology wisely in the counseling process. The use of appropriate technology can enrich the counseling experience and help BK teachers access wider resources. This study also emphasizes the importance of strong cooperation between schools, families, and communities. Effective cooperation between these three parties is essential to creating a good learning environment where students feel supported and have access to various resources that can help them overcome problems. Therefore, this study provides not only theoretical information but also practical advice on how to improve the quality of guidance and counseling programs in schools.

CONCLUSION

At MTs Al-Iman Mukomuko, guidance and counseling (BK) management showed positive results in overcoming student delinquency. This shows that the approach used by BK teachers is effective in dealing with various problems faced by students. But this study also found that increasing parental participation is very important for the BK program to be successful. Parents who are involved in the guidance and counseling process can provide additional support for students, give them a greater sense of attention and provide emotional stability. To achieve better results, it is also important to optimize available resources, including community support and



facilities. Therefore, this study is not only relevant to MTs Al-Iman, but can also be a reference for building BK programs in other schools that have similar characteristics. These schools can learn from this experience and apply it to improve the quality of guidance and counseling in their workplaces.

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