

Building Primary School Teacher's Work Resilience in Implementing Subject Integrated Guidance and Counseling in Indonesia

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Abstract. This research was purposed to know the resilience level of primary school teacher in applying subject integrated guidance and counseling service. This research was descriptively by using research subjects from some primary schools, as much as 130 teachers. Guidance and counseling service in the primary school is one of the main element in national education system, Indonesia. Its practice must be done by counseling expert. But almost all basic schools have not been implementing it yet, guidance and counseling service was implemented integrating subject teacher's role. The so limited knowledge and the low development about guidance and counseling service to subject teacher, require teacher to have to be initiative and resilient to meet his self-quality. It is important to discuss factors influencing teacher's work resilience to increase the high work resilience in providing the guidance services for students. The research findings showed that primary school teacher's work resilience level in applying subject integrated guidance and counseling service was classified on high. Meanwhile, based on its aspects it is known that there were six of seven aspects classified high, namely impulse control, optimism, causal analysis, self-efficacy, and reaching out aspects. Aspect classified on the middle was emotion regulation. The primary school teacher's competence in applying subject integrated guidance and counseling service holistically averagely was classified on the middle. Meanwhile, based on its aspects, it is known that professional, social, and personal aspects were classified on middle. Only pedagogical aspect was classified on low. It was recommended to maintain and promote resilience as one of many factors affecting him to be competent teacher.

Key words: Resilience, primary school teacher, competence, guidance and counseling

1 Introduction

The school establishment is purposed to meet the student's need, so subject teacher, guidance counseling teacher, principal with his staff and all parties existing in school perform task focusing on student's educating effort. Concerning with guidance and counseling or counselor, Rule of Education and Culture Ministry, Republic of Indonesia Number 111 Year 2014, section 9, article (2) proposed that responsibility of guidance and counseling service practice at education unit was done by guidance and counseling teacher or counselor [11]. This rule is not done yet as expected by because of unavailable expert, meanwhile, guidance

and counseling service is needed by student. Moreover, in the fastest accelerated change era of science and technology and the incidence of pandemic-covid-19 since two years ago up to nowadays. In condition of no existing expert. The guidance and counseling service in basic school is integrated in subject teacher's role, although teacher's knowledge and skill were not enough. It is needed that primary school's teacher has highly resilience character. It makes teacher hard work, creative, and independence in searching for the guidance skill and science to apply for student.

Responding the faced challenges about providing subject integrated guidance and counseling service in the primary school, that is able to fulfill the expectations as a must or at least approximating the expectation were by way of promoting the primary school teacher's competences in serving subject integrated guidance and counseling service. For this, we need data including factual data analysis in the field (empirical data) about how accurate condition of primary school teacher's competence in applying subject integrated guidance and counseling service and how these competences were positively influenced by teacher's internal and external factors. Hereby, the research problem for answering teacher's competence problem above was formulated as follows:

- a. The existence of primary school teacher's competence level in applying subject integrated guidance and counseling, consists of:
 - 1) How are generally the existence of primary school teacher's competences level in applying subject integrated guidance and counseling service?
 - 2) How is the existence of primary school teacher's competence level in applying subject integrated guidance and counseling based on its aspects such as the aspects of personality, social, pedagogic, and professional?
- b. The existence of primary school teacher's resilience level in applying subject integrated guidance and counseling service consists of:
 - 1) How is the existence of primary school teacher's resilience level holistically in applying subject integrated guidance and counseling service?
 - 2) How is the existence of primary school teacher's resilience level in applying subject integrated guidance and counseling service based on its aspects, such as aspects of emotional regulation, impulse control, optimism, causal analysis, empathy, self efficacy, reaching out?

2 Research Method

This research is analytic-descriptive research explaining the primary school teacher's work resilience level in applying subject integrated guidance and counseling service in the primary school. This research will showed the primary school teacher's work resilience level either holistically then based on its aspects/factors affecting it. To obtain data about the work resilience level were used scale developed by Menanti et al [6]. This scale was formulated based on expert opinion, field practice guide lecturer, primary school teachers in the school, and tried out to primary school teacher's small group and big group in some primary schools in Medan.

These research populations were UPT Primary School Teachers in Medan Johor district. UPT Primary School in Medan Johor district consisted of 24 UPT Primary school, with total of teachers in each school from 6 up to 22 teachers. The teachers completing research

instrument scale that fulfills requirements were as much as 167 teachers. 167 teachers coming from 24 UPT Primary Schools were research population.

Table 1. Research Populations

Number	UPT Primary School	Total of teachers fulfilling research population requirements	Elaboration
1	060937	14	From 167 population fulfilling scale completing requirements, were used 37 populations for trial, so research populations were 130 persons.
2	067952	9	
3	067775	13	
4	060935	11	
5	064032	10	
6	060927	15	
7	060928	13	
8	064990	11	
9	060936	6	
10	067690	2	
11	060934	15	
12	064034	10	
13	067774	13	
14	066668	12	
15	067690	13	
Total of all teachers fulfilling research requirements		167	
Total of research populations		130	

This research sample was using population total sample, namely generally taken from population after from population taken out 37 teachers for instrument validity and reliability trial need. So the research samples were as much as 130 persons. Data analysis was done with percentage calculation, and association test between X1 (primary school teacher's work resilience in applying subject integrated guidance and counseling service, in affecting Y (primary school teacher's competence in implementing subject integrated guidance and counseling service).

2.1 Guidance and Counseling in Primary School

Guidance in the primary school is an assistance provided by an expert so that student can overcome problem and can adapt self with environment. In accordance with meaning of guidance, counseling is also meant as an assistance provided by expert to counselee/student to solve the deeper cases. As a concept, guidance was effort to help individual, meanwhile as an educational construct, it referred to an experience form that can help student to understand himself, and as a program, guidance referred on a procedure and process organized for achieving particular educational and personal goal [12]. The word, "guidance" in guidance and counseling profession is often paired with the word, counseling. Counseling is guidance practice follow up as long as needed, although guidance and counseling activities can be stand

separately. Nayak [8] proposed that “guidance is a term which is broader than counseling and which includes counseling as one of its services”.

The guidance activity can be done by subject teacher when overcoming guidance substance and skill applying pedagogic science. Meanwhile, counseling activity is only justified to be done by guidance and counseling expert or other expert such as psychologist, psychiatrist, in relevance with its expertise. Counseling is done to help counselee to handle the complicated problems, involving affective element (feeling and emotion). Meanwhile, guidance is an activity to help counselee overcoming the simple problems, cognitive element, increasing knowledge. For primary school teacher’s cases needing counseling, primary school teacher shifts them to the expert under parent’s agreement and as needed to mentor.

The implementation of guidance and counseling in primary school and in junior high school were not substantially difference in term of implemented by professional expert. But in primary school, Indonesia, guidance and counseling service is implemented integrated in teacher’s role as subject teacher, because of not existing expert. Meanwhile, in SLTP and SLTA are implemented by guidance and counseling expert working specifically to handle student’s psychological problems and closely related to them.

Guidance and counseling service in the primary school and in junior/senior high school can be looked at figure 1 and figure 2 as follows:

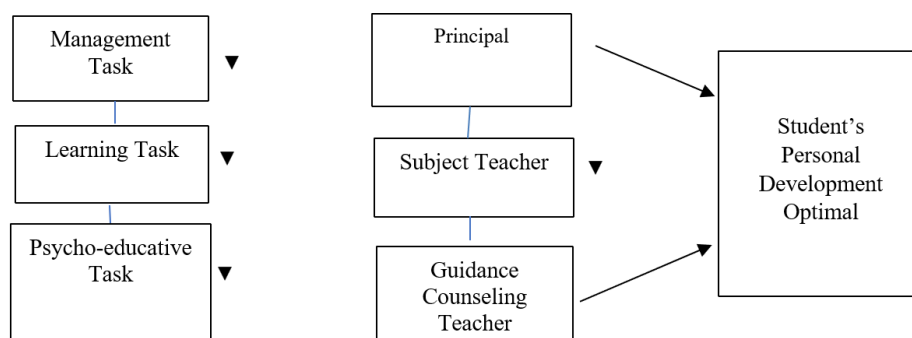


Fig. 1. Position of Guidance and Counseling in Junior/Senior High School

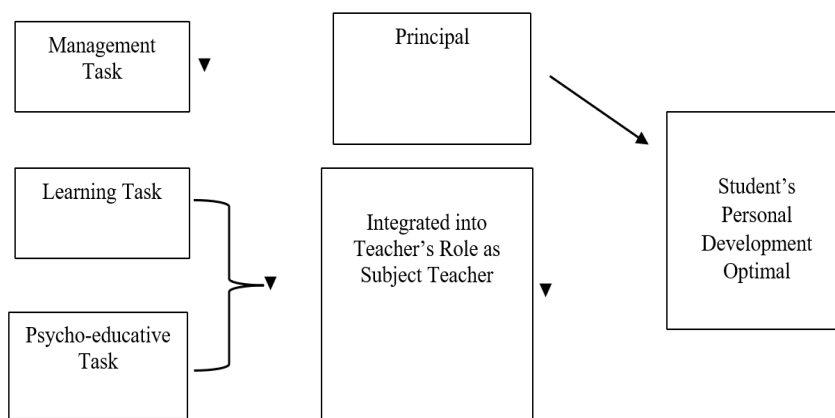


Fig. 2. Position of Guidance and Counseling in the Primary School

The objective of guidance and counseling service in the basic school is to help student achieving the optimal development and is able to adjust with life in family, school, and in a broader environment. The objective of guidance counseling program in detail in basic school is in the following:

- a. Studying child/student development
- b. Helping children in order to:
 - 1) Not getting disturbance in its development process
 - 2) Finding best learning outcomes in accordance with its potential
 - 3) Can pass transition faces in learning and social development
 - 4) Can adapt with school environment
 - 5) Finding information about education or vocation
 - 6) Understanding himself
 - 7) Can make choices wisely and independently
- c. Helping principal in field of student's personal services in achieving the optimal development level and self- adjustment
- d. Helping teacher in understanding and helping student in the development process and self-adjustment
- e. Creating enough learning situation for student in order to achieve the optimal outcomes
- f. Helping student's parent in obtaining insight and helping his children in development and self-adjustment as well as achieving the optimal learning outcomes [6].

The developmental task at the time of primary school according to Havighurts [13] as follows:

- a. Studying physical skill needed for its play
- b. Building healthy attitude toward himself as an developing organism
- c. Learning to associate with peers
- d. Learning to contribute as man or woman accurately
- e. Developing the reading, writing and counting skill foundations well
- f. Developing concepts needed in the daily life
- g. Developing lustrous, moral, and values scale
- h. Achieving personal independence.
- i. Developing attitude toward group and social institutions [13].

In accordance with its developmental task, there are prime characteristics of basic school student, such as 1. Child has motivation to go out of home and to join in the peer group, 2. The student's physical condition encourages to enter into games world and activities that needs skeletons skill and 3. The psychological encouragement to enter concepts world, logic, symbol [6].

Guidance and counseling in basic school involves parent role, meanwhile, in junior/senior high school it refers on initiating student. This is in accordance with student development in basic school that still depends upon parent and still the limited thinking ability, on the contrary, SLTP/SLTA students have indicated need for admittance as individual who can manage self and solve his problem and can be told that it is still encouraged by his thought ability, but still unstable to control emotion. The service sector that can be provided by subject teacher toward basic school student covered fields of personal development, social development, learning activities development, spiritual life development, and family life development, and kinds of service that can be provided by subject teacher/classroom teacher is basic service such as giving orientation and information, giving classical service, and if

teacher has had knowledge and training can provide group guidance service for the simple and relief problems.

2.2 Primary School Teacher's Need toward Work Resilience in Performing Guidance and Counseling Service

Every one need strong resilience in their life, in the circle of the office, in the circle of the family, and other circles. In working, if teacher has highly working resilience, then they more prepared to face difficulty in performing their tasks, viewing difficulty as a challenge, also make teacher more survived in the situation of suffering, they are easy to rise when being unlucky. The existence of positive values implied by teacher who have high work resilience ensure that primary school teacher must have high work resilience. The importance of resilience was placed on functions of *overcoming*, *steering through*, *bouncing back*, *reaching out* [9]. *Overcoming* indicated individual can overcome or prevent the defeating problems, *steering through* indicated individual can control self in facing and handling problems well. *Bounceback* indicated individual can comeback quickly in normal condition after experiencing complicated situation and *reaching out* indicated individual can handle problem solving on distress, traumatic events and lesson learned from the experience.

Resilience was meant as individual who had elastic trait, be bouncy, tough, hardship (Dictionary English-Indonesia, 2016) [4]. Resilience described phenomenon such as *invulnerable*, *invincible*, *hardy* [3]. Resilience was often meant similar with the word "*perseverance*, *survival*, *recovery* of the sick and inconvenience condition or *high tolerance* , *bounce back* and described character that build person's adaptation power) [1]. Henderson and Milstein [3] proposed resilience as individual's capacity to overcome and promote self from being unlucky, by responding healthy and productively to improve himself, in order to be able to face and to overcome in daily life distress. Resilience was process to handle, change, and identify hardship experienced by individual by responding negative situation with health intellectual function and good social support [6].

Henderson and Milstein [3] proposed some meanings of resilience, namely according to Wolins, and Rirkin and Hoopman. According to Wolins, resilience was capacity to rise back, to hold back difficulty and to improve himself. According to Rirkin and Hoopman, resilience was capacity to bounce, bounce back, to adapt successfully in context of hardship and to develop social competence, academic, and vocation although experiencing distress [3]. Krovetz [5] proposed resilience as capacity to rise back successfully, although risk exposure was strong.

Amir [1] proposed that resilience was individual's capacity to respond difficulty in work of reinforcing and building self to be a better person. The capacity has four dimensions as follows: 1. Persistence (will to survive and discipline to face difficulty); 2. Positive emotion (emotions encouraging and keeping feeling as well as positive view on difficulty); 3. *Meaning making* (actively reflecting and clarifying values and personal goal in facing the trouble); 4. Commitment to grow and develop (facing deliberately trouble to be a better one).

2.3 Primary School Teacher's Work Resilience Reinforcement in Performing Guidance and Counseling Service

Resilience could be measured, instructed as well as increased [7]. Resilience was not heredity factor and not genetic factor, resilience could be increased [9]. This resilience promotion can be done to depart from resources forming or from factors influencing resilience. The other idea told that resilience resources covered 1. Personality factors *self-efficacy, self-esteem, internal locus of control, optimism*, intellectual capacity, positive self-concept, demography factor (such as age, gender, ethnic), hope, strength, emotional regulation; 2. Physiological factor (neurobiology system); 3. Environment factor, such as social support from family and peer, secure attachment to mother. According to Grotberg [2], factors influencing individual resilience were *I have, I am, I can*. *I have* was the external resources in increasing resilience. *I am* was resilience characteristic that come out from inner, and *I can* was characteristic that come out what can be done by individual related to social and interpersonal skill.

Some ideas above showed that resources or factors influencing resilience primarily were differentiated on factor based on inner (*I am*), such as personality factor, and physiological factor; factors based from external (*I have*), and factor workable (*I can*) such as personality and physiological factors interacting with external factor producing social and interpersonal skill.

Reivich and Shatté [9] proposed that internal factor forming resilience were *emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out*. Henderson and Milstein [3] adapted Richardson; Benard; Werner and Smith; Hawkins, Catalano, & Milller, proposed on external characteristic and individual/internal characteristic influencing resilience. Those individual characteristics were 1. Self-readiness to serve others, 2. Employing life skills, covering skill to make decision well, communicating assertively, controlling emotional drives, and solving problem, 3. Owing social competence, competence to be a friend, competence to shape positive relationships, 4. Having humour feeling, 5. Internal control locus, 6. Authonomy/independence/autonomous, 7. Owing positive view toward future time, 8. Flexible, 9. Owing capacity to long life learning, 10. Motivating self, 11. Good for anything, 12. Feelings of value and self-confidence.

According to Henderson and Milstein [3], "*Environmental protective factors: characteristics of families, schools, communities, and peer groups that foster resiliency*". Environment factors protecting this resilience were 1. *Promotes close bonds*, 2. *Values and encourages education*, 3. *Uses high-warmth, low-critic style of interaction*, 4 *Sets and enforces clear boundaries (rules, norms, and laws)* 5. *Encourages supportive relationships with many caring others*, 6. *Promotes sharing of responsibilities, service to others, "required helpfulness"*, 7. *Provides accesses to resources for meeting basic needs of housing, employment, health care, and recreation*, 8. *Expresses high and realistic expectations for success*, 9. *Encourage goal setting and mastery*, 10. *Encourage pro-social development of values (such as altruism) and life skills (such as cooperation)*, 11. *Provides leadership, decision making, and other opportunities for meaningful participation*, 12. *Appreciates the unique talents of each individual*.

Based on resources forming or factors influencing resilience as proposed above, primary school teacher's resilience development is done by reinforcing factors forming or factors influencing teacher's work resilience, as follows:

- a. To attend others who has high work resilience, directly or through biography, such as work colleague, principal, model teacher, achieved persons, figures, heroes.

- b. Teacher is involved into experiences reinforcing high resilience, such as becoming volunteer teacher in critical area, teaching in remote areas.
- c. Teacher overcomes knowledge about guidance from a variety of references, including his experience guides student's psychology.
- d. Teacher follows guidance skill trainings
- e. Teacher recommended principal in order to cooperate with guidance and counseling expert, for instance attending guidance and counseling expert in particular times in accordance with need to overcome student's cases that needs counseling.

3 Results and Discussion

3.1 Primary School Teacher's Competence Level in Applying Subject Integrated Guidance and Counseling holistically and Based on its Aspects

The following Table 2 shows the primary school teacher's competence level in applying subject integrated guidance and counseling, holistically and based on its aspects.

Table 2. Primary School Teacher's Competence Level in Applying Subject Integrated Guidance and Counseling Service holistically and Based on its Aspects

Variable/ Research Variable Aspect	Score Total of Item Score Average	Total Respondent	Score Average	Teacher's Competence Level
Teacher's Competence holistically	1.523,060	130	2,929	Middle
Personal Aspect	431,783	130	3,321	Middle
Social Aspect	440,024	130	3,385	Middle
Pedagogical Aspect	305,220	130	2,348	Low
Professional Aspect	346,040	130	2,662	Middle

Table 2 showed that primary school teacher's competence in applying subject integrated guidance and counseling service holistically averagely obtained 2,929, to be classified middle. Meanwhile, based on its aspects, it is known that personal aspect obtained score 3,321, to be classified middle, social aspect obtained 3,385, to be classified middle, and professional aspect averagely obtained score 2,662, to be classified middle. The last one, pedagogical aspect averagely only obtained score 2,348, to be classified low.

3.2 Primary School Teacher's Work Resilience Level in Applying Subject Integrated Guidance and Counseling Service Holistically and Based on Its Aspects

Primary school teacher's resilience level at work in applying subject integrated guidance and counseling service holistically and based on its aspects, as indicated on table 3.

Table 3. Primary School Teacher's Resilience Level at Work in Applying Subject Integrated Guidance and Counseling service holistically and Based on Its Aspects

Variable/ Research Variable Aspect	Score Total of Item Score Averages	Total of Responde nt	Score Average	Teacher's Work Resilience Level
Primary school teacher's work resilience level in applying subject integrated guidance and counseling service holistically	3.335,760	130	3,666	High
<i>Emotional regulation aspect</i>	386,79128	130	2,975	Middle
<i>Impulse control aspect</i>	502,460	130	3,865	High
<i>Optimism aspect</i>	510,220	130	3,925	High
<i>Causal analisis aspect</i>	508	130	3,908	High
<i>Emphaty aspect</i>	501,050	130	3,854	High
Resilience to <i>self-efficacy aspect</i>	441,760	130	3,398	High
<i>Reaching out aspect</i>	485,480	130	3,734	High

Table 3 above showed that primary school teacher's resilience at work in applying subject integrated guidance and counseling service, holistically averagely obtained score 3,666, to be classified high. Based on its aspects, it is seemed that there are 6 of seven aspects averagely classified high and one aspect was classified middle, such as *emotion regulation*, obtained score average as much as 2,975. The six aspects averagely classified high were *impulse control* obtaining score average 3,865, *Optimism* obtained 3,925, *causal analysis* obtained 3,908, *self efficacy* obtained 3,398, and aspect of *reaching out* obtained 3,734.

It is critical to produce policy of management party starting from principal up to head of education agency to make policy and guidance competence development program toward subject teacher, so guidance service integrating to subject teacher's role can be performed well. The competence development can be done collaborating with LPTK (Pedagogic Implementation Institution) to Study Program of Guidance and Counseling, and with institutions discussing guidance and counseling.

4 Conclusion

The guidance service in basic school is unable to be done maximize, moreover, counseling service because of no existing expert and cost limitation of school to empower teacher's knowledge and skill. But facing this condition, principal strikes to collaborate with guidance and counseling expert to handle cases that needs counseling. From teacher party, it is needed a resilient personality which makes them more hard work to increase guiding knowledge and skill. Teacher shapes the thought pattern that guidance service in the basic school is challenge, not as obstacle that makes them feeling be forced to ignore it.

The primary school teacher's competence in applying subject integrated guidance and counseling service holistically averagely was classified on the middle. Meanwhile, based on its aspects, it is known that professional, social, and personal aspects were classified on middle. Only pedagogical aspect was classified on low. Primary school teacher's resilience at work in applying subject integrated guidance and counseling service holistically was classified high. Meanwhile, based on its aspects it is known that there were six of seven aspects

classified high, namely impulse control, optimism, causal analysis, self-efficacy, and reaching out aspects. Aspect classified on the middle was emotion regulation.

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