

Level of Primary School Teacher Education Student's Plateauing in Learning Integrated Guidance Service in Universitas Negeri Medan

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Abstract. This research was had a background by research findings indicating that almost a whole Pre-school and Primary Schools in Indonesia did not have professional guidance and counselling teacher in performing tasks in area of student's psychoeducative especially, but integrated in learning. This research aims to analyze the level of Primary School Teacher Education (PSTE) Student's Plateauing in learning integrated guidance service in Universitas Negeri Medan. *Plateauing* meant was level without progress because of the job not conform to self's hope. This research is descriptively qualitative one. Those research samples number 238 students on second, fourth, and sixth semesters. The data collection was directly done face to face, using the instrument of *Assessing Educator Plateauing (AEP)*. Data analysis used percentage and narration. The research results indicated that student evaluated themselves having the *plateauing* level averagely categorized in middle. *Plateauing at life area* was averagely categorized high, meanwhile plateauing at *content* and *structure area* were averagely categorized in middle. Student's *plateauing* condition does not meet the idealized expectation. It was concluded that PSTE student needs development to minimize or to lose plateauing in integrating guidance service into learning they did. Especially the development is focussed on but basically the development is done on a whole of plateauing area. Based on the research findings and its discussion, it was recommended that study program/department manager has a supply students with an effective curriculum numbers to increase ability to apply learning integrated guidance service in Primary School. Pre-school and impacting to less of plateauing condition in applying learning integrated guidance service in Primary School. Besides that, principal leadership increases teacher quality in applying learning integrated guidance service in Primary School.

Keywords: *Plateauing*, Students, PGSD, Learning integrated guidance service.

1 Introduction

This research paper was adopted from part of research conducted by Menanti et al [4] about Plateauing analysis and student's actual-ideal competences in faculty of education in applying learning integrated guidance counselling service implemented by teacher. This research was centered on students of Primary School Teacher Education in Universitas Negeri Medan by judgment that PSTE students were teacher candidate who will educate in Primary School and PSTE student's population were biggest total in faculty of education. These big

numbers were significant to find attention because they will be more representing the existence of Universitas negeri Medan in society. Viewed from Primary School condition, it was known that almost all primary schools in Indonesia did not prepare professional guidance and counselling service working and taking for responsible to cope with student's psychological problems. Meanwhile, there are basic school student's psychological problems moreover in currently era development, appeared in variety of problem form. Overcoming the lack of professional guidance counselling teachers to cope with basic school student's psychological problems is done by integrating guidance counselling service into learning conducted by teacher.

It is not easy for basic school teacher to perform learning task integrated guidance counselling service they did, furthermore, because of lacks of teacher's skill and knowledge on guidance service, basic school student's development psychology, and teacher's mastery on education science. Research findings conducted by Menanti et al [2] in 24 Primary Schools, Medan Johor district, among them about basic school teacher's competence in applying the learning integrated guidance service, showed that basic school teacher's competence on a whole averagely was not classified good, but middle; and lowest competence was on pedagogic aspect [2] Besides the competence problem, it could be understood that not all of basic school teachers had interest to be classroom teacher who plays role as guidance teacher as well, although in rule of State Aparatus Empowerment State Ministry and Biereucracy Reform Number 16 Year 2009, article 13, it was proposed that classroom teacher has 15 activities, and first item of fiveteen items, teacher implemented guidance and counselling service in the classroom.

The conditions that Primary School teacher does not have enough competence to perform learning integrated guidance service, and possibly still feels burdened if should add new task burden as guidance counselling teacher, moreover if lack of owning strong soul call as educator, so it will affect negative, teacher at least feels working stressed, tired and boring in relatively long time period. It could appears feeling of working without spirit, working conventionally as previously, not enough to struggle. On the other side, teacher evaluates that although already worked so well, but opportunity to achieve better duty and position stayed difficulties. These some phenomenons indicated that Primary School teachers experienced career plateau. Murad et al [3] interpreted career plateau as level experienced by individu/lecturer/clerk/ to evaluate themselves experiencing career plateauing.

Career plateau experienced by Primary School teacher needs accurate solution by identifying the aspects of career plateau in details, in order to be obtained more accurately base data in effort of career plateau development changes to be lost and emerges to be resilience personal, namely ability to rise back successfully although risk exposure was strong [2]. If teacher has highly working resilience, then teacher has strength to face difficulty situation in increasing their competence. With teaching and learning process services and good guidance service, so he will facilitates students completing his education fluently and maximum learning achievement. This research aims at finding data about PSTE student's academical resilience level I Universitas Negeri Medan, holistically and in details based on its aspects. With obtaining data about PSTE student's academical resilience in Universitas Negeri Medan, hereby this becomes basic reference in building student's academic resilience.

Plateau meant grade without progress [4]. Plateau was meant by Menanti et al [4]. Plateau was also meant as an condition feeling stuck on a job because the job was not liked, for instance. Henderson and Milstein [1] proposed three plateauing areas, namely content plateauing, structure plateauing, and life plateauing. It was proposed that work life has become routine (content plateauing); b) senses that there is little oppurtinity for growth, status

expansion, or promotion in the organization (structure plateauing); c) feels that life is too predictable and not fulfilling (life plateauing).

Holistically plateauing was occurred due to factors having a source from internal and external ones. Factors having a source from internal relate to individual character (such as working intrinsic motivation, interest to occupied job, hardwork). In turn, factors having a source from external, they are related to physiologically and humanly environments. Human resources environment such as work colleagues, employer's leadership, working atmosphere, and physiological environment like working tools, medium and infrastructure appearing the working fluentment and comfortable (such as available wifi, room size, air conditioned, available electricity). Menanti and Murad [4] proposed eleven factors causing career plateau, namely not overcoming the accountable job, performing the uninterested job, not finding satisfied on job. When implemented on PSTE students, so plateauing was occurred to be caused by internal factors such as lacks of attention, interest, and motivation conducting the activities of guidance service toward students. External Factors were caused by principal's inappropriate leadership style, weak interaction among work colleagues, low reward system.

To minimize or to omit PSTE student's plateauing in applying learning integrated guidance service in Primary School, as students evaluate themselves, can be done with some ways as follows: 1. Lecturer attends and reinforces student's awareness on the importance of their next role as primary school teacher to take responsible for performing the classroom and subject teacher learning and also as guidance teacher at once, 2. When anyone becomes primary school teacher, then (employer) principal provides psychological reward toward teacher in form of gift, teacher's opportunity to develop career under school funding support (like training activity on integrated guidance, following guidance discussion groups), 3. Providing opportunity to occupy the higher working position. 4. Doing work rotation based on the teaching classroom, 5. Providing extra income on job as guidance teacher, in this sense, showing highly *organizational citizenship behavior*. From PSTE students themselves, student strikes to do the following things: 1. Decreasing its *plateauing* by striking interested in its job by discovering interesting things, 2. Building satisfied feeling because of helping students to accomplish their problem, developing optimal, and obtaining learning achievement in accordance with student's capacities. 3. Feeling grateful on his strength in order to be able to perform psychological guidance to students.

Minimizing plateauing is done in accordance with causal factor. For example teacher's plateauing in working to apply learning integrated guidance service in Primary School, can be done by providing material and nonmaterial rewards toward teachers in his roles as student's psychological counsellor, reinforcing teacher interest for the job to apply learning integrated guidance service among them by strengthening awareness on the importance of developing student's psychologig, increasing teacher skill with a variety of learning resources. Principal can conducts working rotation, for intances teacher teaching classroom. Increasing teacher's knowledges and skills, providng rewards to teachers showing highly organizational citizenship behaviour. From the teacher himself can minimizes his plateauing by the way of effort like his job, building satisfied feeling on assistance provided to students.

Principal and teachers in the primary school did not experience plateauing, can be more effectively to decrease or to lose teacher's plateauing by doing things proposed by Chinese Proverb: Tell me, I forget. Show me, I remember. Involve me, I understand [1] Placed on effort to decrease or to lose teacher's plateauing in working which will be played role by PSTE student, then it will be more effective if teacher experiencing plateauing was directly involved to discover the way to decrease plateauing and to do it, than if limited to share

information. Showing not plateauing behaviour will be more effective than sharing information to not plateauing.

Informal interview and researcher's observation on students of PSTE, EACE, and GC in applying guidance and counselling service in Primary School and Pre-school showed unreadiness. It was seemed that because of subject system credit/sks semester weight concerning to guidance and counselling in Primary School on PSTE students had small weight, such as 2 sks. There is no subject of guidance and counselling in Primary School/Pre-School to guidance counselling students, but curriculum focuses on subject of guidance counselling service in senior high school.

Researcher's interview results above was in accordance with current research findings conducted by Menanti et al [8] about teacher's competences in 15 basic schools Medan Johor with teachers total as much as 130 teachers, finding that primary school teacher competence in applying learning integrated guidance service, especially to pedagogical competence aspect was classified less. The other research conducted by Menanti et al [8] to guidance counselling students in Universitas Negeri Medan concerning to guidance counselling service competence in Primary School founded that 1) average score of professional counsellor characteristic was actually classified middle, 2) Student's competence in valuing non verbal language on initial evaluation was classified middle as much as 58,8%, less 26,66%, and high 14,14% [9]. Researcher's exploration on other research about basic school teacher's competence in applying learning integrated guidance service is not founded yet.

2 Research Method

This paper was arranged from quantitative research. The research was done in milieu of Universitas Negeri Medan, on Willem Iskandar street, Pasar V Medan Estate. Research Samples were PSTE students in Universitas Negeri Medan who had been sitting on second, fourth, and sixth semesters, numbering 120 students. Data was collected by meeting directly between researcher and research respondent. Data collection instrument used Assesing Educator Plateauing (AEP) developed by Mike Milstein [10] AEP was consisted of 30 items, designed from area plateauing content as much as 10 items, area structure numbered 10 items, and area life (as much as 10 items). Items proposed by Mike Milstein [11], were translated by researcher from English to Indonesia language. This research data analysis used percentage calculation.

3 Results and Discussion

Table 1. PSTE Student's *Plateauing* Level in Applying Learning Integrated Guidance Service in Primary School Holistically

Number	<i>Plateauing score reach</i>	<i>Plateauing level categorization</i>
	107,38	Middle

Table 1 indicated that PSTE students in Universitas Negeri Medan evaluated themselves plateau enough in applying learning integrated guidance service in primary school. The categorization above referred to categorization reference on table 2 as follows:

Table 2. Categorization Reference of PSTE Student's Plateauing Level in Universitas Negeri Medan in Applying Learning Integrated Guidance Service Holistically

Interval	Plateauing level categorization
40,00 – 79,99	Low
80,00 – 119,99	Middle
120,00 – 150,00	High

The existence of plateauing level holistically above, then detailed according to each area plateauing. It was proposed on table 3 as follows:

Table 3. PSTE Student's *Plateauing* Level in Universitas Negeri Medan in Applying Learning Integrated Guidance Service in Primary School Based on Area Plateauing

Number	Area plateauing	Plateauing score reach	Plateauing categorization
1	<i>Content Area</i>	32,33	Middle
2	<i>Structure Area</i>	27,75	Middle
3	<i>Life Area</i>	47,30	High

Table 3 indicated that Primary School Teacher Education students in Universitas Negeri Medan evaluated themselves to be classified enough plateau in applying learning integrated guidance service in primary school, on *content area* and *structure area*. Meanwhile, *life area* was classified high. The categorization above referred to categorization reference on the following table 4:

Table 4. Categorization Reference of PSTE Student's Plateauing Level in Universitas Negeri Medan in Applying Learning Integrated Guidance Service, Based on Each Plateauing Area

Interval	Categorization
13,33 – 26,65	Low
26,66 - 39,98	Middle
39.99 – 53,32	High

Table 1 showing PSTE students in Universitas Negeri Medan evaluates their *plateauing* (*content area*, *structure area*, *life area*) in applying learning integrated guidance service in Primary School including enough *plateauing*, implied meaning that PSTE students in Universitas Negeri Medan needed improvement to decrease or to lose plateauing, and to prevent in order to develop nothing to be high plateauing in playing role as subject teacher at once as guidance teacher, after they becomes primary school teacher for the future time.

Student development assessing themselves enough plateauing applies learning integrated guidance service preventively and curatively. Curative treatment is provided because of already emerging plateauing in students, so development is done to decrease or to lose plateauing. Meanwhile, preventive guidance is directed toward student who did not experience plateauing, so students stay in condition of not plateauing. In accordance with research findings, holistically PSTE students needed curatively improvement. Parsially, curative improvement was done on aspects of each area, but more emphasising life area because of plateauing level was classified high. In the meantime, content and structure areas, were classified middle plateauing.

Plateauing development feature was displayed clearer on table 5.

Table 5. Plateauing Development Feature of PSTE Students in Universitas Negeri Medan

Plateauing	Plateauing score reach	Plateauing reach categorization	Development	
			Preventive	Curative
Holistically (Content, Structure, Life Areas)	107,38	Middle		√1
Content Area		Middle		√1
Structure Area		Middle		√1
Life Area		High		√2

Information: Curative action $\sqrt{2}$ more intense than curative action $\sqrt{1}$

Development toward plateauing was done to depart from causal factor appearing plateauing and to which area plateauing is focussed to develop. Based on data unclosed through informal interview toward PSTE students in Universitas Negeri Medan, the reason of PSTE students feeling enough plateauing was interest and drive problems to perform duty as guidance teacher into learning task they did, less of strong, so students were predicted to have unreject attitude, but accepting attitude and to perform task serving guidance to students, as necessary, not to achieve best deliverables.

Research findings conducted by Putra (2014) on causal factors influencing teacher's career plateau indicated that from eight factors influencing teacher's career plateau in SMP Negeri 1 Denpasar, namely age factor, working period, education level, learning interest, career exploration, working involvement, employer support, and salary and wages factors, there are three factors, namely age factor, working period, and education level factor to be dominance. This three factors influences teacher's career plateau guru in SMP Negeri 1 Denpasar as much as 62,73%. This research finding could be understood that age factor, working period, and education level become the watched factor in Primary School teacher's plateauing development and insaparateble to PSTE students as Primary School teacher candidate.

The following is proposed effort to lose PSTE student's plateauing in Universitas Negeri Medan:

A. Development on content area (area viewing duty as a routine)

Students viewing teaching activities and guiding basic shool teachers as a routine, boring, able to strike changing his thought and his feeling in order to view that teaching job while guiding Primary School student is interesting job. Interested feeling will encourages PSTE students/Candidate of Primary School Teacher/Primary School Teacher finded new things in his working process, this will reinforces back to interested feeling. New things can be proposed at the time of doing adjustment, teaching material shofisticated and guidance service material, which is in accordance with society and technology developments. On the other word, PSTE students/Primary School Teacher Candidate/Primary School Teacher do not think that his duty in Primary School is a routine, resolving around teaching activity by way of informing teaching material, doing question and answer, giving lesson assignments to be completed by students, evaluating it, and filling conclusion and values to be valuae in raport.

Routine in teaching and guiding can be done through way of no only giving science via one way. For example, directing students to write simple and short throught whats up (wa) about one TV program in form of cartoon film implying good moral messages/content. Other

example, assigning students once a month to submit to teacher's email about one noble step which is done by him toward younger/older/mother/father at home. At the beginning, email and whatsapp up technology usages were facilitated by parent, but hence students can do alone. These two examples are a learning integrated guidance service, in subjects of Citizenship Education, Religion, Language.

Finding variety of difference answer from students is stimulation for PSTE students/Primary School Teacher Candidate/Primary School Teacher to be more feeling interested, having interest, curiosity, so bore feeling loses. Beside that, teacher will discover the difference characters among students, which can make teachers feeling the width of actions guiding students. There are brave, shame, afraid, willing to help friend who do not understand in learning students. There are students wishing to share food and drinks, enjoying to behave alone, independence, willing to ask other's help, quick to be angry, willing to disturb friends, to be trouble maker, fast learner, slow learner and etc. Recognizing variety of the student's character, means that every student must be treated in accordance with his personal unique, hereby teacher is more awareness on the importance of teacher's role in teaching and guiding students to be a healthy and optimal developing individual.

The feeling of Routine making bore for teacher/PSTE students/teacher candidate in teaching-guiding students can also be minimized by exceeding the academic social interaction (net). By exceeding net working, social and academic, will grow new situation, because teacher/Primary School teacher candidate/PSTE meet friends/colleagues who have different work experiences and education background concerning to teaching actions while guiding Primary School students. These scientific activity groups make teacher/PSTE students/Primary School Teacher candidate aware student's problem width and complexes in Primary School. In these activities, teacher/PSTE students/Primary School Teacher candidate experience brainstorming experiences on nowadays era development and enough difficult to overcome certain cases.

B. Structure area (understanding that organization/institution does not give opportunity to grow optimally and job promotion)

At this content area plateauing, it was necessary the existence of personal adjustment to happen nothing the high plateauing. Research finding conducted by Latuihamallo [3] on Analysis of impact of Personality, Self-Motivation, and Organizational Commitment toward Duty Lecturer's Career Plateau in City of Ambon, among it showed that lecturer's perception on career plateau, and self-motivation affected positively and significantly, meanwhile, organization commitment affected positively, but not significant opportunity to grow optimally and job promotion).

Loyalty and working quality exceeding average level, often obtain employer's admittance (principal) and other working teacher colleagues, although this anytime is ignored. In this situation like this teacher/PSTE students/Primary School Teacher candidate have to be able to direct self positively and wisely. In fact teacher/PSTE students/Primary School Teacher candidate direct self toward phylosific and pragmatic goals as teacher/PSTE students/Primary School Teacher candidate, namely working to educate primary school student in order to accomplish his education level successfully, ready to continue to next education level, and student can complete developmental tasks on his age period so that student develops to be healthy physiologically and psychologically individual. Teacher/PSTE student/Primary School Teacher candidate indeed did not mostly orient to job achievement and leadership position, but to working achievement, because good working achievement is gate of success in other areas.

C. Life area (feeling that life is so easy to forecast and unfulfilled)

Teacher/PSTE student/Primary School teacher candidate understanding that his career development only gets to certain limit and inappropriate to expectation, then it can appear unsatisfied, and can develop to be Plateauing, influences negative on working product. To prevent plateauing, teacher/PSTE student/Primary School teacher candidate should change disappointed feeling, to be grateful on which has and will be obtained in implementing working duty and responsibility. Grateful and viewing job as comfortable activity was new strength for teacher/PSTE student/Primary School teacher candidate to continue his best working behavior. Responding negative situation with health intellectual function and good social support [10], it was critical to apply in the situation above. Teacher/PSTE student/Primary School teacher candidate should indicate resilience self, although in uncomfortable situation. Resilience purposed was self who have ability to evaluate, to cope with, to change unavoidable life suffering [12].

Research on PSTE student's *Plateauing* Level in Universitas Negeri Medan in learning integrated guidance service was human resources development research, especially human resources in the environment, toward PSTE student (Primary School teacher candidate). Science reference used sciences of Education Psychology and Guidance and Counseling.

4 Conclusion

- a. PSTE student's *Plateauing* level in Universitas Negeri Medan in learning integrated guidance service, was classified middle, not achieves good category as expected yet.
- b. PSTE students in Universitas Negeri Medan needed development to decrease or to lose plateauing in integrating guidance service into learning they did. The development emphasizes life area, then followed with content and structure area. But the development was basically done on whole area plateauing.

It was recommended in order to decrease or to lose PSTE student's plateauing in integrating guidance service into subject learning, started by internal effort, in the meantime, environment played role to reinforce the effort.

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