

Classroom Teacher Collaboration Strategies in Guidance and Counseling Services in Elementary Schools: A Qualitative Study in Padang City and Solok Regency

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Abstrack

Guidance and counseling services in elementary schools are a crucial need because students are in a period of development. In elementary schools (SD), guidance and counseling services are carried out by class teachers. This condition requires class teachers to use the right strategy to establish collaboration with relevant elements, so that the services provided run effectively and efficiently. This study aims to identify and describe the collaboration strategies of classroom teachers in guidance and counseling services in elementary schools in the areas of personal, social, learning, and career development. The research method used is qualitative with a phenomenological approach, and in-depth interviews were conducted. The research informants were the head of the curriculum and elementary and secondary education students, the principal, and classroom teachers. The study found that guidance and counseling services in elementary schools were provided by classroom teachers. Various problems faced by students require intensive attention because they affect students' academic performance, especially those related to personal, social, and learning issues. To overcome these problems, appropriate strategies are needed that align with students' conditions and involve their families. Various problems faced by students require intensive attention because they affect students' academic performance, especially those related to personal, social, and learning issues. To overcome these problems, appropriate strategies are needed that align with students' conditions and involve good cooperation and mutual support among school personnel, principals, and parents.

Keywords: collaboration strategies, guidance and counseling, classroom teachers, elementary schools

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INTRODUCTION

Guidance and counseling are essential in elementary schools so that students can plan a better future, understand themselves, recognize their potential, learn to develop that potential, make decisions, take responsibility for those decisions, and engage positively with developments in their environment (Evi, 2020). Guidance is assistance provided to individuals to make smart and appropriate choices in adjusting their lives, as this ability is not innate but must be developed (Sutirna, 2019). For elementary school students, guidance and counseling services are necessary to optimize student development, because elementary school education is the foundation for children to pursue further education, and plays an important role in helping students recognize and develop their talents and potential. Classroom teachers in elementary schools, in carrying out their duties, in addition to conducting teaching, administration, and evaluation, also serve as guidance counselors. This situation means that guidance and counseling services cannot be provided optimally, while student issues outside of learning, such as student adjustment, are very important to resolve. Therefore, classroom teachers are encouraged to understand how to address students' adjustment issues by using strategies available through guidance and counseling services (Purwaningrum et al., 2022).

There are several guidance and counseling issues that occur at the school level, namely: 1. Internal Issues; a) Guidance and counseling focus only on superficial issues. b) Guidance and counseling teachers are not yet able to develop their professionalism as school counselors, c) Limited time to provide guidance and counseling services, d) Limited information provided in providing guidance and counseling services, e) Lack of support from the existing school system, f) Counselors are unable to provide guidance and counseling services as they should, g) No database (data on types of jobs) is available, h) Counselors are often unable to establish good relationships with students, and i) Working under pressure. 2. External problems; a) School counselors are considered school police, b) Guidance and counseling are considered merely a process of giving advice, c) Guidance and counseling are only for people with problems, d) Guidance and counseling services can be provided by anyone (Astutik, 2023).

To perform their duties optimally, classroom teachers must possess competent teaching skills, including pedagogical, professional, personal, and social competencies. In terms of pedagogical competence, there are several things that classroom teachers can do, namely: 1) mastering student characteristics by identifying the learning characteristics of each student in their class; 2) mastering learning theories and educational learning principles by understanding and adapting appropriate learning models to be implemented in the classroom; 3) conducting educational learning activities by guiding students to achieve a good understanding of the topics taught; 4) developing students' potential by organizing and involving students in extracurricular activities; 5) communicating with students by forming groups to foster cooperation and create a pleasant classroom atmosphere. 6) Curriculum development is carried out by teachers by developing plans using syllabi and learning modules in accordance with student characteristics and teacher understanding; 7) Evaluation assessments are carried out by teachers to determine student learning completeness and utilize it for remedial program activities (Wulandari et al., 2023).

Strengthening social competencies is also necessary to improve the quality of the learning process in the classroom (Maulina & Zumrotun, 2024). The obstacles to competence are that classroom teachers as mentors are not yet competent, lack experience and professionalism, guidance counseling management is not yet organized, and there is



a lack of communication with experts and parents (Amala & Kaltsum, 2021). There are deficiencies in understanding and competence to develop programs and counseling service strategies (Lianawati, 2018).

To improve service quality, training is needed to enhance the implementation of guidance and counseling in elementary schools. This training can provide insight and improve the skills needed to assess student needs, identify them, coordinate with partners or stakeholders, and plan effectively. This is essential to improve the achievement of objectives and results as expected (Aminah, 2018)

As a continuous effort, guidance and counseling can help students by creating an environment conducive to their development and by fostering self-awareness, self-direction, and the ability to act in accordance with their social, academic, and career development needs. Guidance and counseling services are considered to be able to play a positive, active, and effective role in helping elementary school students develop cognitive, affective, and psychomotor aspects, which aim to instill character education in elementary schools (Aminah, 2018). Furthermore, in the implementation of guidance and counseling services to develop student independence, there are several stages that are carried out, namely; 1) conducting various forms of games before/after learning, 2) Student daily journals (recording and assessing student daily activities) are carried out as a classroom management strategy in developing independence, 3) Counseling services must still be carried out by professional counselors. The key to the success of guidance services is the teacher's ability to build interactive dialogue during games and daily journal evaluations (records of student activities) (Suryahadikusumah & Dedy, 2019). Furthermore, guidance and counseling services also play an important role in instilling character education (Aminah, 2018) and increasing the spiritual intelligence of elementary school students (Imaddudin, 2013).

There are several strategies that can be implemented to improve students' cognitive development namely, policymakers and educators must prioritize the quality of schools and their learning environments. Creating a supportive and optimistic learning environment is very important for all students, especially those who face obstacles such as poverty, family instability, and problematic schools (Park et al., 2025). Guidance and counseling are integral activities (Fahyuni et al., 2023) p.6. Therefore, they require collaboration with other parties, such as social services, individual services, and others (E. Fahyuni, 2018). Cooperation between teachers and parents is very important. Thus, guidance and counseling services for elementary school students can be carried out using active, creative, effective, and enjoyable (AKEM) techniques (Hamidi, 2023).

Classroom teachers face complex student issues that encompass personal, social, and academic aspects. Personal issues, such as family conflicts, divorce, and lack of parental attention, directly affect students' motivation to learn and their emotional well-being. On the other hand, social issues such as conflicts between friends, bullying, and extortion also require teachers to have the ability to mediate and instill a sense of responsibility. Meanwhile, in terms of academics, students who experience learning difficulties need intensive assistance tailored to the obstacles they face. To address various student issues and optimize student development, it is necessary to have guidance and counseling teachers in elementary schools. Guidance and counseling services are urgently needed in elementary schools so that students can plan for a better future (Evi, 2020). With the presence of guidance and counseling teachers, the quality of education will undoubtedly improve with the provision of optimal services for students in accordance with their conditions and potential (Sukadari, 2021). Teachers help students



express their emotions positively and are prepared to continue learning to develop themselves and realize their potential, talents, and abilities (Artati & Herdi, 2023).

Guidance and counseling services can increase the self-esteem of elementary school students, namely through guidance and counseling service programs (Badriyyah et al., 2021). Guidance and counseling services can increase the self-esteem of elementary school students through these programs. However, this necessity conflicts with the conditions in the field; therefore, various strategies are needed to ensure activities continue to run optimally.

Based on the above description, classroom teachers need collaborative strategies to overcome obstacles in guidance and counseling services in elementary schools. This research is important for examining in depth the strategies of classroom teachers and principals in providing guidance and counseling services, as well as how collaboration between parties can address current challenges in the context of basic education. This research is expected to contribute to the development of a guidance and counseling system aligned with the needs and realities of elementary schools in Indonesia.

METHOD

This study uses qualitative research methods, which aim to understand phenomena such as behavior, perceptions, motivations, actions, and so on, experienced by research subjects holistically and descriptively in words and language, within a specific natural context, using various natural methods (Moleong, 2010). The approach used is phenomenology, a way of thinking that emphasizes subjective human experiences and interpretations of the world (Moleong, 2010).

Research Location and Subject

This study was conducted in two elementary schools with different backgrounds, namely State Elementary School 01 Sirukum, located in the Solok Regency, far from various urban access and development, and State Elementary School 12 Sungai Lareh Kota Padang, located in the provincial capital of West Sumatra. These schools were selected to obtain real and complete data. Participants were selected using purposive sampling, namely teachers who had served for more than 10 years, consisting of an official from the Ministry of Primary and Secondary Education in Solok Regency, the school principal, and classroom teachers.

Table 1.
Participant Profile

Participant Initials	Gender	Teaching Experience	Role
YR	Women	24 years	Head of Curriculum and Students for Primary and Secondary Education.
YS	Women	25 years	Principal
NN	Women	33 years	Principal
YN	Women	13 years	Class Teacher
MA	Women	20 years	Class Teacher



Data Collection Techniques

Data collection was conducted through observation and structured and unstructured interviews. Observations were made during the guidance sessions provided to students. Structured interviews were conducted in which the interviewer determined the issues and questions to be asked (Moleong, 2010) p. 190. Interviews were conducted to gain an in-depth understanding of the strategies used to address various student issues and the cooperation established with various parties.

Data Analysis

The data was analyzed through several stages, namely:

1. Reviewing all available data from various sources. After the data were collected, the data were analyzed to answer the research questions.
2. Data reduction was carried out by means of abstraction. The analyzed data were sorted and separated according to the needs to answer the research questions.
3. Organizing the data into units, then categorizing them in the next step while coding them. Next, the data were organized according to the research results and correlated with theory.
4. Data validity check. Conduct triangulation of observation and interview methods, with interviews as the primary method and observation as the validity method.
5. Data interpretation (Moleong, 2010). At this stage, the data is presented and displayed after interpretation.

RESULTS AND DISCUSSION

Results

This study reveals the collaborative strategies used by classroom teachers in providing guidance and counseling services to students in the areas of personal, social, academic, and career development.

Personal Field

The personal field reveals various issues students face that impact their learning and social lives. Based on the research results, the problems experienced by students, the factors causing them, and the strategies used by classroom teachers to help students overcome them were revealed:

Creating a Comfortable Learning Environment

Field findings show that most of the problems experienced by elementary school students stem from family dysfunction, such as parental divorce, lack of attention and affection, parents being busy with work, emotional neglect, and poverty. The following interviews reveal that YN stated that the problems that often arise in students are mostly caused by problems within their families. MA also said that problems students experience at home often make them lazy about studying because they receive little attention from their parents. There is a case study of a fourth-grade student. The mother left home and left the child with his father, who only did odd jobs. This situation caused the child's mental condition to deteriorate, and the child became lazy about going to school. Even when he did go to school, he often did not bathe. This situation caused him to lose his enthusiasm for learning, and he experienced delays in learning, such as being unable to read even though he was already in fourth grade. Here, teachers are required to play an important role, show empathy, and persuade children to want to learn. YS also revealed that students do not receive affection from their parents, especially their fathers. Their



fathers no longer come home since they remarried, and their mothers are now busy working to support the family, resulting in students rarely meeting and interacting with their mothers. As a result, these students are reluctant to attend school, attending one day and taking three days off, or attending one week and taking another week off. Teachers have also advised the students' mothers to give their children attention and affection, but due to economic circumstances, the mothers are unable to do much to help their children overcome their difficulties. Teachers have made efforts by giving students more attention and reinforcement. One day when he came to school, I praised him, saying,

“Wow, you came to school. You are indeed a smart kid.” Since then, he has been attending school more often than usual.

The problems faced by these students were discussed in meetings between teachers and parents, but these meetings often had no positive impact because parents assumed that once their children were enrolled in school, it was entirely the teachers' responsibility. In situations like this, one approach taken by teachers was to involve older students who had previously attended the same school.

Empathy

Students who have problems due to their family circumstances require special attention from their classroom teachers, who in this case act as surrogate parents at school. Teachers' empathy helps them overcome the learning problems they face. This empathy is reflected in the teachers' attitude of not applying school rules rigidly, but rather understanding the students' backgrounds and emotional conditions. With this empathy, teachers are accepted by students, so that they are willing to attend classes again. YN cited a case involving four students whose fathers were in prison and whose mothers were the sole breadwinners. Students in this situation are not punished for being late or not doing their homework. YS also cited the case of a student who missed his father's love. The student told me about it, and I listened attentively and understood his longing for his father. Empathy from teachers is necessary for students. Teachers listen to what students say and understand their feelings, so that students feel cared for and loved.

Collaborative Strategies in Guidance and Counseling Services

The interview with YS revealed that teachers, principals, and every element of the school must work together to help students. I visit students' homes if they have been absent from school for some time, to see their actual conditions at home. I then follow up on the information obtained from students, teachers, parents, and the community regarding various student issues. YN also stated that students experiencing problems are helped in the following ways: 1) problems that are difficult to solve are discussed in teacher meetings, 2) meetings are held with parents, although these often do not produce the desired results because parents believe that once their children are at school, any problems at school are the responsibility of the teachers. On the other hand, NN revealed that student problems will be discussed for resolution during school meetings.

There are three types of meetings, namely: 1) regular teacher meetings once a month (to discuss information from the Education Office, education, unexpected matters such as teacher rooms, school programs, future plans, including student issues, 2) meetings with parents (incidental, when necessary), 3) regular school meetings once at the end of each semester (attended by all teachers, parents, the committee, and the principal).



Regular teacher meetings are held once every semester, attended by the principal, teachers, committee, and parents. The meeting agenda covers all matters related to school progress, obstacles encountered, and general issues affecting students, along with efforts to address them. The meeting agenda is based on case records for one semester reported by classroom teachers, supplemented by input from parents and the school committee. The results of the meeting will be followed up on through school programs and parental commitment to student development.

For personal issues, meetings are held on an ad hoc basis, depending on the circumstances. Class teachers and the principal will call parents and involve them in discussions about student issues to identify the causes and consequences, and to plan efforts to address them, follow up on the resolution, and prevent similar issues from recurring or other issues from arising.

The student's family is also fully involved in helping the student. MA said, "The student's older siblings are also involved in helping their younger sibling with the problems they face, because the root of the student's problems is related to their parents, so the student's siblings are expected to be able to help them.

YS also makes other efforts:

"I will visit students at their homes, usually those with uncooperative parents or students who are on the verge of dropping out. This activity is carried out to ascertain the students' actual condition and determine the appropriate follow-up to address their problems. This activity positively impacts the continuity of students' education by providing appropriate handling based on data obtained from home visits."

MA also mentioned that home visits are usually conducted for uncooperative parents and students who are on the verge of dropping out. This activity is carried out to find out the actual condition of the students so that appropriate measures can be taken. Students who do not come to school during exams will have their exam papers brought to their homes by teachers so that they can still take the exams.

The principal plays a very important role in supporting the success of guidance and counseling services in elementary schools. The principal is not only an administrator but also a humanistic and collaborative leader. By setting a direct example, fostering a conducive school environment, and directing the structured implementation of guidance and counseling services, the principal can become the driving force behind an effective guidance system. This support is reinforced through active communication with parents, participation in home visits, and adjustments to educational approaches to the characteristics of the current generation. However, there are obstacles to collaboration with parents, mainly because some parents leave all matters concerning their children to the school. This shows a communication gap between the school and parents, which needs to be bridged through a more persuasive and educational approach.

A Comfortable and Relational School Climate

One important strategy implemented by the school in this study was to create a comfortable and psychologically safe school environment. Teachers and the principal sought not only to give instructions but also to set an example in fostering a sense of togetherness and care. YS said,

"I will be directly involved in every school activity, because the principal is the main pillar of a school. I must care about various things that happen at school,



with the aim of setting an example for students and all teachers to be actively involved in school programs. For example, in the congregational prayer program, teachers also participate in congregational prayers. I will reward students for their achievements, because this makes them more enthusiastic about learning and eager to learn more.”

The results of the above research are summarized in the table below:

Table 2.

Collaborative Strategies for Handling Student Cases in the Personal Field

Issues	Strategy	Collaboration
Dysfunctional families; divorced parents, lack of attention and affection, parents who are busy working, economic problems, legal problems within the family, emotional neglect, and poverty.	Creating a comfortable learning environment, empathy, among all school personnel, creating a comfortable and relational school climate by: taking a personal approach, providing rewards, and reinforcement, giving extra attention, acting as a parent to students at school, involving students' families, holding discussions among teachers, not strictly enforcing school rules, not imposing sanctions for rule violations by students, deeply understanding the background and emotional state of students, listening to/understanding students' feelings, creating a psychologically safe and comfortable school climate, and being a role model in fostering a sense of togetherness and care.	The principal and all teachers in formal forums such as school meetings. Parents, families, and siblings of students.

The problems students face at school are mainly caused by issues within their families. That is why schools need to provide a comfortable psychological environment for students and become a second home for them.

Social Affairs

Teacher Involvement in Resolving Student Problems

Social problems among elementary school students include bullying, mocking parents' names, ridiculing, pitting friends against each other, extortion, and fighting. Some students also tend to find it difficult to accept mistakes, especially in higher grades, showing the emergence of ego and stubbornness in conflict resolution. This data was obtained from interviews with MA; classroom teachers play an important role in helping students overcome the social problems they face. Student problems in elementary school often begin with bullying in the form of mocking friends' parents, ridiculing, laughing at friends, and pitting friends against each other. There are also students who feel that they are right and not at fault even though they actually started the fight. Students who find it difficult to resolve problems are usually those in higher grades, such as 6th grade. These



students are not afraid at all; they consider themselves innocent and stand by what they believe to be right, even though they are actually at fault.

In an interview with YS, it was also revealed that in one case of extortion, the following measures were taken to resolve the situation:

"A case of extortion committed by a senior student against a junior student. This case had been going on for a long time but only came to light after the amount of money extorted from one person reached Rp. 40,000. The extortion occurred every day, amounting to Rp. 1,000 and sometimes Rp. 2,000."

This case was revealed by information from the victim's friend, who reported it to the class teacher, who then passed it on to me. The victim was then summoned to find out the real problem. Next, I summoned the perpetrator. Initially, the perpetrator did not admit to the crime, but after witnesses came forward, he finally confessed. To resolve this case, the perpetrator's parents were involved. Based on the decision by the students and parents, an agreement was reached that the perpetrator would pay Rp. 1,000 every day until the debt was paid off, without his parents' involvement, in the hope that this punishment would deter the perpetrator. Since then, this incident has not recurred. This shows that the social problems faced by students require intensive handling by the classroom teacher, which then involves the principal and parents.

The steps taken by teachers follow the stages of mediation as follows: 1) if a student experiences bullying, the teacher investigates the case in detail with the student who reported it; 2) the victim is called in to ask about the incident in detail; 3) the perpetrator is called in to ask for an explanation, and witnesses are present when the perpetrator evades questions and refuses to admit to the act; 4) the perpetrator's parents are called in to be involved in providing guidance. Each step and action takes into account the psychological condition of the students, by asking witnesses and victims not to discuss the incident outside of school and not to mock the perpetrator. Parents are also asked not to scold the students, but to support the sanctions imposed.

The Role of the School Environment in Student Development

In his research, MA states that there are several steps taken to resolve student problems: if a student has a problem with a classmate, the teacher will resolve it in class, but if it is not resolved, they will be taken to the staff room, where the student will be given in-depth advice, because in the staff room there will be other teachers who will be involved in helping to resolve the student's problem by participating in providing advice and solutions to resolve the problem. At that time, the principal will usually come and be directly involved in resolving the student's problems. If the next lesson has already started, the teachers will enter the classroom and the principal will deal with the problematic students individually. Meanwhile, for certain students who have committed serious mistakes and have also committed the same or different mistakes before, their parents will be actively involved in resolving the issue. However, involving other teachers, the principal, or even parents is done as a last resort, after various methods have been tried without success, because the homeroom teacher would feel embarrassed if they were unable to resolve the student's problem.

This is in line with what YN said:

"Every student problem will be resolved by the school and, more broadly, only involves the parents. Other parties, such as the local government or authorities, are never involved in student issues."



YS also said,
 “If there are problems experienced by students, the homeroom teacher will resolve them directly with the involvement of the principal and the student's parents.”

The results of research related to collaborative strategies for handling student cases in the social sphere are presented in the following table:

Table 3.
 Collaborative Strategies for Handling Student Cases in the Social Sector

Issues	Strategy	Collaboration
Verbal bullying, lack of awareness of one's own mistakes, extortion cases	Teacher involvement in resolving student problems, the role of the school environment in student development; classroom teachers play an important role in helping to resolve students' social problems, initial resolution by teachers in the classroom, followed by further discussion in the staff room, individual handling by the principal, involvement of parents, learning activities, and deterrent effects.	Other teachers, the principal, the student's parents, the victim's friends, outside parties

Teachers play an important role in addressing students' social problems while balancing this with students' developmental processes.

Field of Study

Student Learning Problems in Elementary School

There are several learning problems faced by elementary school students, as revealed by the following data. YN stated that learning problems that often occur among students are related to difficulties with reading, writing, and understanding lesson material. MA stated that, in the case of one student who faced various problems, the student became lazy and unmotivated to study, wanting only to draw. This happened since his mother passed away and his father was sick. To help him focus on his studies, I said to the student,

“Every time I see you studying, you are only drawing. I know you are good at drawing, and your drawings are beautiful. When you grow up, you can become a painter, but studying is not just about drawing. You need to study Indonesian, mathematics, and other subjects. After you finish the tasks I give you, you can continue drawing.”

Sometimes he listens to what I say, but sometimes he just keeps drawing. Because he doesn't listen, I end up taking his drawing book away.

Teacher Strategies for Overcoming Learning Difficulties

Teachers need the right strategy in dealing with students who experience learning difficulties, YN said,

"To help students who have difficulty learning, involve their parents. I will inform them of the student's learning condition. With this method, sometimes the student changes, sometimes they don't. Students who don't change still have family problems.“



These students are assisted by teachers who focus more on them during class time. It is as if the teachers are giving private lessons to these students during class. While their classmates are completing their assignments, these students receive special guidance without spending time outside of class due to the lack of learning time. YS does something similar:

"For students who cannot read yet, I teach them myself. The students are separated from their friends. Currently, in grade 1, there are six students who still cannot read, even though it is already the second semester. So, the classroom teacher continues teaching the other students, while I teach these six students.

Meanwhile, MA provides academic guidance to students through "peer tutoring." In the upper grades (4, 5, 6), during classical learning, students who are good at learning are paired with those who are less capable. The goal is for them to be able to provide guidance to their friends. However, if the student still does not understand the material, the teacher will handle it. Furthermore, for students who need individual services, break time will be used to provide tutoring. Students will be delayed in leaving for about 5 minutes, which the teacher will use to teach the student to read. When class is in session and students are working on assignments, these students will usually just look at their friends, because they are unable to do the assignment.

The teacher will take advantage of this situation to provide the student with individual instruction. The student will be called to the teacher's desk and taught to read until their classmates have finished their assignments and the student has completed their tutoring. This strategy is used because of the differentiated learning in the Merdeka Curriculum, so students are not required to excel in a particular subject when they may have strengths in other areas. Meanwhile, for lower grades (1, 2, 3), the homeroom teacher will offer additional after-school hours. If the problem is not resolved, the teacher will then communicate with the parents. The teacher will ask the parents to guide their child's learning at home, or suggest that the student be privately tutored. If this stage has been completed and there is still no progress, the assessment stage will begin. At this stage, the school will give the student a referral letter to be submitted to the Education Office. Assessment is a government program that assists students with learning difficulties. There, teachers will guide the students in their studies. Parents must accompany their children so that they are also aware of their children's learning weaknesses.

The following table presents the results of research on collaborative strategies in handling cases involving students' learning:

Table 4.

Collaborative Strategies for Handling Student Learning Issues

Issues	Strategy	Collaboration
Basic academic difficulties, lack of motivation to learn, family factors, disparities in learning abilities among students	Individual learning in the classroom, classical learning with peer tutors, separate guidance, rewards and a pleasant learning atmosphere, additional learning hours, peer tutors, guidance during class hours, emotional and social motivation.	Internal school, parents, external parties

Students' learning problems are not solely academic but stem from psychological issues closely linked to family problems. Therefore, in order to address learning



problems, good cooperation between teachers and parents or students' families is necessary.

Career Field

Introduction to the World of Work and Careers

Research data reveal that schools have made several efforts to introduce students to various types of jobs and careers to students. Interviews with YN revealed that students are taught trading or entrepreneurship, where they make goods at home and sell them at school. This program is held once a month, or even once a semester, depending on the school's budget. If there are funds available, they are used for this program; if not, the students themselves cover the costs. Participation in this activity is voluntary, and there are no penalties for those who do not wish to participate. The aim of this activity is to develop an entrepreneurial spirit in children.

YS conducts various activities at his school related to introducing students to future careers by inviting people from various professions, such as the sub-district head, police officers, bank officers, and doctors from the community health center. These institutions come to the school in relation to their respective duties, but this activity also introduces students to various jobs. The team from the health center was present as resource persons for the training of junior doctors at the school. Students were also taken to a cattle farm, where they received explanations about cattle farming and the processing of various products from cow's milk. Based on the above data, it can be seen that career-related services have begun to be implemented by providing introductions and direct involvement in fostering and developing an entrepreneurial spirit.

In an interview with YN, it was revealed that activities to introduce students to jobs and careers were hampered because visits to institutions or other workplaces could not be carried out, as they required funds for implementation, which could cause problems. After conducting research, the following data were obtained:

Table 4.

Collaborative Strategies for Handling Student Career Issues

Issues	Strategy	Collaboration
Limited school funds, uneven student involvement, activities dependent on BOS funds	Developing students' entrepreneurial spirit, inviting guest speakers from various professions to the school, conducting educational field trips outside of school	Internal school collaboration, external collaboration

Career development is not the main focus of guidance and counseling services in elementary schools. However, schools still run programs that introduce students to various types of jobs and careers.

Discussion

In their research Mufidah et al (2021). stated that problems experienced by elementary school students are closely related to the position of the family in the students' lives. Family problems cause students to experience difficulties in learning due to a loss of motivation. This phenomenon reflects how family dysfunction hinders students' academic and psychosocial development (Mufidah et al., 2021). Teachers' skills in identifying and providing basic interventions for students' psychological problems are very important for improving their academic and non-academic quality (Dewi & Hidayah,



2022). A supportive physical and emotional environment is needed for students. An empathetic attitude and a comfortable school environment are important in reviving students' motivation to attend school. Giving appreciation has been shown to increase students' independence in learning (Sari et al., 2023).

It is important to create a pleasant school atmosphere to improve the quality of teaching and learning (Prasetyarini et al., 2025). The fundamental theoretical aspect in creating a comfortable learning environment is from the perspective of psychological and social conditions in managing the educational process. Teachers and students contribute to creating a safe learning environment (Antoniuk et al., 2023). Theoretically, these conditions align with Bronfenbrenner's ecological theory of development, which emphasizes the importance of the microsystem (family) in shaping child development. When this micro system is problematic, the impact will spread to other systems such as schools, giving rise to behavioral problems and academic difficulties.

Teachers listen to students' words and logic, which are important and interpretable information. Empathetic understanding combines all verbal and nonverbal cues. Feelings that may arise in words, such as anger, frustration, love, fear, hope, or in other ways, such as blushing, facial expressions, posture, laughter, or tears (Capuzzi & Stauffe, 2016). This is in line with the concept put forward by Carl Rogers, who emphasizes the importance of "unconditional positive regard" and empathy, so that students feel understood and accepted, even when they experience themselves in negative, bad, fearful, or abnormal situations.

The greater the level of unconditional positive regard shown to students, the fewer value judgments there are and the higher their level of psychological adjustment. Teachers who function well will create conditions for the development of well-functioning students. Unconditional positive regard means valuing students even when you may not value all of their behaviors equally, forming an empathetic bond, being open and sincere with students, and facilitating each student's growth or self-actualization (Amanah et al., 2023). Capuzzi & Stauffer (2016) state that empathy is a combination of verbal and nonverbal understanding of the client's condition. Thus, teachers not only act as educators but also as an emotional support system that replaces the lost family function. This shows that the role of teachers goes beyond academic tasks, namely, becoming a substitute figure for parents in meeting children's emotional needs.

In their research, they stated that guidance service strategies in elementary schools are still carried out improvisationally because they do not fully refer to the Operational Guidelines for Guidance and Counseling (2016) and have not integrated the Student Independence Competency Standards (SKKPD-SD). This indicates an urgent need to design contextual, systematic guidance programs tailored to students' characteristics and local challenges (Amanah et al., 2023). For collaboration among elements to be synergistic, standard guidelines are needed to implement guidance and counseling services in elementary schools.

Synergy among teachers, principals, and all elements within the school in creating an emotionally supportive school environment will improve the teaching and learning process and students' psychological well-being of students (Prasetyarini et al., 2025; Antoniuk et al., 2023). Therefore, interventions should take the form not only of individual therapy but also of collective therapy through a warm, caring school environment and culture.

The problems students face require teacher intervention to resolve. This is because teachers not only teach, but also educate and guide students to become responsible



individuals with noble character. Teachers instill democratic and moral values, and help students understand themselves through positive interactions and habits (Anggreni BP et al., 2021). A supportive environment can aid individual development and significantly impact parenting. That is why counselors, psychologists, parents, and teachers are the main guides for change (Capuzzi & Stauffe, 2016).

Therefore, all relevant elements need to collaborate to help students achieve optimal development. This collaboration is carried out to facilitate teachers in carrying out their duties as teachers, educators, and mentors, helping students become people with noble character and responsibility. Guidance and counseling services provided by teachers can develop students' morals and values. Teachers, as guidance and counseling practitioners, play a role in guiding, reminding, advising, and motivating students, instilling democratic concepts, and developing self-understanding through students' lives. Teachers also instill moral values in students (Anggreni et al., 2021). As well as conducting multi-directional communication to foster mutual understanding and help correct deviant attitudes (Liu et al., 2025). To act professionally, teachers need social competencies, including inclusive attitudes, polite communication, adaptability, and engagement with the professional community, which positively affect the learning process. The application of these competencies can create a pleasant learning atmosphere and increase comfort, motivation, and students' learning achievement (Maulina & Zumrotun, 2024).

A supportive school environment plays an important role in students' care and development, involving teachers, principals, and parents (Capuzzi & Stauffe, 2016). The involvement of various parties is crucial in overcoming problems, because student problems are not only related to academics. Broadly speaking, student problems can be categorized into two types: academic and social interaction. Therefore, the support and active involvement of students, parents, and stakeholders in the school are needed to achieve the goals of guidance and counseling services (Nurlaila et al., 2023). Teachers can also implement other strategies, such as integrating guidance and counseling materials into lesson content, choosing appropriate methods and media, providing remedial teaching, building empathetic communication, setting an example, giving appreciation and reinforcement, identifying and selecting assistance programs, and transferring responsibility. The competence of classroom teachers still needs improvement so that the implementation of guidance and counseling in elementary schools can be well programmed (Batubara & Ariani, 2018).

The role of teachers in providing services for students with dyslexia is to do so through three stages: planning (incidentally), implementation, and evaluation (Ufi et al., 2022). To overcome the difficulties faced by students in reading, classroom teachers have three roles, namely as motivators, facilitators, and initiators, by demonstrating commendable attitudes through their words and actions so that their students can emulate them, and by mastering the material so that students can receive it in its entirety and easily understand it. Using varied methods and experimenting with student involvement prevents students from becoming bored with learning (Safira & Nuha, 2023).

One effort to overcome various student learning problems is for teachers to apply guidance strategies using games before or after learning. The key to this service's success is the teacher's ability to facilitate dialogue during the game and to evaluate daily journals. The form of student independence observed after the guidance service is initiative (Suryahadikusumah & Dedy, 2019). Other strategies can also be implemented, such as integrating guidance and counseling material into lesson material, choosing appropriate



methods and media, providing remedial instruction, building empathetic communication, setting an example, giving appreciation and reinforcement, identifying and selecting assistance programs, and transferring responsibility. The competence of classroom teachers still needs improvement so that guidance and counseling in elementary schools can be well programmed (Batubara & Ariani, 2018).

To overcome various student problems, teachers must have pedagogical competence, namely: 1) mastering student characteristics by identifying the learning characteristics of each student in their class; 2) mastering learning theories and educational learning principles by understanding and adapting appropriate learning models to be implemented in the classroom; 3) conducting educational learning activities by guiding students to achieve a good understanding of the topics taught; 4) developing students' potential by organizing and involving students in extracurricular activities; 5) communicating with students by forming groups to foster cooperation and create a pleasant classroom atmosphere; 6) Curriculum development is carried out by teachers by developing plans using syllabi and learning modules in accordance with student characteristics and teacher understanding; 7) Evaluation assessments are carried out by teachers to determine student learning completeness and utilize it for remedial program activities (Wulandari et al., 2023). The next obstacles were a lack of facilities and infrastructure, limited academic ability, and the practical implementation of counseling guidance. Teachers support the implementation of guidance and counseling services by reading books and articles and by creating books that list student problems and the corresponding solutions (Prasetia & Heiriyah, 2022).

CONCLUSION

At the elementary school level, there are no specialized guidance and counseling teachers, so the responsibility for providing guidance and resolving personal, social, and academic problems falls entirely on classroom teachers. Personal problems faced by students often stem from family conditions, such as divorce, disharmony, poverty, or a lack of attention and affection from parents. These conditions directly impact students' motivation and enthusiasm for learning. Teachers handle these issues by showing high empathy and taking on the role of parents at school. In social aspects, homeroom teachers have a systematic conflict-resolution process, starting with clarifying the problem with the student, attempting mediation, and involving the principal and parents if the problem remains unresolved. Resolution is carried out through a peaceful approach, teaching social values, and sometimes through educational "threats" to avoid further conflict.

More serious social problems, such as bullying, are handled systematically and involve witnesses and direct responsibility on the part of the perpetrators. In the academic field, teachers implement strategies such as providing individual guidance during class hours, utilizing peer tutors, and communicating intensively with parents to discuss their children's learning progress at home, as well as applying differentiated learning in the Merdeka Curriculum to tailor the learning approach to each student's abilities and needs. In more complex situations, assessments are carried out and followed up with the Education Office. For schools, it is recommended to hold regular training on guidance and counseling techniques for classroom teachers, form a special team consisting of teachers, principals, and parent representatives to coordinate guidance services, and for the government, to consider a policy of placing professional counselors in elementary schools, especially in areas with complex problems such as poverty or broken families. This study was only conducted in several schools in Padang City and Solok Regency, so



the findings may not fully represent conditions in other areas. These limitations can serve as a basis for further research with a broader scope or more diverse methods, such as quantitative surveys to complement qualitative data.

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