

Counseling-based child-friendly school support to enhance teacher knowledge and understanding

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ABSTRACT

This paper describes the implementation of counseling procedures and the process of identifying problems among elementary school students. Counseling conducted by classroom teachers serves as one of the strategies to address common issues in schools that partner with community service programs. This study applies the community service method, utilizing training and role-playing techniques. The aim of this training is to enhance teachers' empathy and active listening skills, enabling them to identify student problems and conduct basic counseling procedures effectively. Introducing and practicing counseling techniques represents a tangible step in preparing competent human resources to assist students in resolving both academic and non-academic challenges. This paper highlights the importance of a counseling approach for classroom teachers, emphasizing its role in fostering closer relationships with students and supporting them in finding solutions to their problems. The outcomes of this community service initiative include improved knowledge and understanding among teachers regarding the concepts and practical applications of counseling for students and their parents.

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1. INTRODUCTION

Based on the Decree of the Regent of Pasuruan Regency number 12 of 2019 regarding the regent's regulation on the development of child-friendly districts. In article 1 number 12 regarding child-friendly schools, namely schools that consciously strive to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. This regent regulation must of course be implemented in every element that has been mentioned in article 1, especially in the element of educational institutions, namely schools. This regulation then encourages SD Muhammadiyah 3 Pandaan to also improve in the process of managing school management and student management. The school, located on Jl Pahlawan Sunaryo 256, Kutorejo, Pandaan District, Pasuruan Regency, East Java Province, is a school that carries the concept of mosque-based Islamic school education.

This school has been accredited A based on National Dapodik Data. The school stands on an area of 3,000m². There are 14 study groups in this school from grade 1 to grade 6. The number of male students is 126 students and 114 female students. The concept of a mosque-based school means

that many student activities will be carried out in the mosque and even involve the concept of mosque management in school management. The ratio between teachers and students is 1:12, meaning that 1 teacher can manage 12 students. The condition of the teaching staff or teachers in this school is 80 percent already have a bachelor's educational background that is in accordance with their field of work, and 35 percent of them have been certified in the teaching profession. Based on the location between SD Muhammadiyah 3 Pandaan and the Faculty of Psychology and Education, Muhammadiyah University of Sidoarjo is about 38 km with a travel time of about 43 minutes using a motorized vehicle.

Based on Ministry of Education and Culture data, SD Muhammadiyah 3 Pandaan already has 14 classrooms, 1 library, and 1 laboratory that can support the learning process at school. The number of teaching staff owned by this school is around 20 teachers, of which 14 of them are homeroom teachers and the rest are teachers of elective subjects such as physical education or al Islam and kemuhammadiyah teachers. The concept of learning carried out at SD Muhammadiyah 3 Pandaan, apart from using the national independent learning curriculum, also has the distinctiveness of using a Muhammadiyah-based religious curriculum. Learning based on manners and morals is the main key in this school curriculum, so that students are also equipped with knowledge and activities that can form civilized and Islamic characters. The education process in elementary schools is also inseparable from the involvement and contribution of parents in every learning activity. This makes the smooth communication and relationship between the school and student guardians absolutely must be maintained properly.

Most of the teaching staff at SD Muhammadiyah 3 Pandaan currently come from educational backgrounds that are in accordance with the field of work, so that each study group is ensured to have 1 (one) homeroom teacher with the appropriate educational background. However, when conducting a needs assessment on October 12, 2023, information was obtained that it turned out that homeroom teachers had difficulty in being able to help solve the problems experienced by students in their study groups. Furthermore, this school still does not have a counseling guidance teacher who specifically handles student problems, while the types of problems regarding student behavior are increasingly diverse and increasing in number. Figure 1 illustrates some of the problems experienced by students at SD Muhammadiyah 3 Pandaan. Based on Figure 1, information is obtained that the problem of verbal bullying occupies the first position with a total percentage of 25 percent, and skipping class occupies the second position with a percentage of 20 percent. Students at SD Muhammadiyah 3 Pandaan also have problems with learning difficulties and physical bullying, both of which have a percentage of 15 percent.

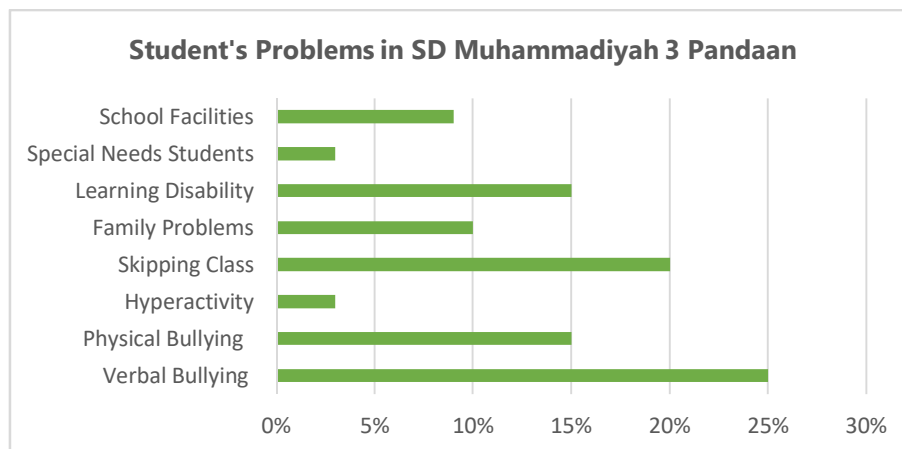


Figure 1. Need assessment results at SD Muhammadiyah 3 Pandaan

In the Pasuruan Regency regent's decree regarding child-friendly districts, in article 22 which regulates the implementation of child-friendly education services, especially in paragraph 1, namely the determination of Child Friendly Schools is based on the school's ability to ensure the fulfillment of children's rights in the teaching and learning process, free from violence and discrimination, and create space for children to learn to interact, participate, cooperate, respect diversity, tolerance and peace (Muhammad, 2021). The elaboration of the implementation of paragraph 1 is contained in paragraph 2 point (2), namely having a policy that is against violence, both physical, psychological, sexual and exploitation, which regulates fellow students, teaching and education personnel, including other employees. This makes the school really need support from related parties to be able to implement this government regulation regarding child-friendly schools. Because basically SD Muhammadiyah 3 Pandaan still does not have adequate and competent human resources to actually implement child-friendly schools in accordance with the district head decree above. The demands of this kind of local government regulation certainly need to be supported by human resources who are competent in their fields in order to realize child-friendly schools at SD Muhammadiyah 3 Pandaan. However, it turns out that based on existing data at the school, none of the teaching staff or teachers come from the field of psychology or counseling guidance that can help to manage the resolution of problems that may be faced by students. Figure 2 is data on the educational background of the teaching staff at SD Muhammadiyah 3 Pandaan in Figure 2.

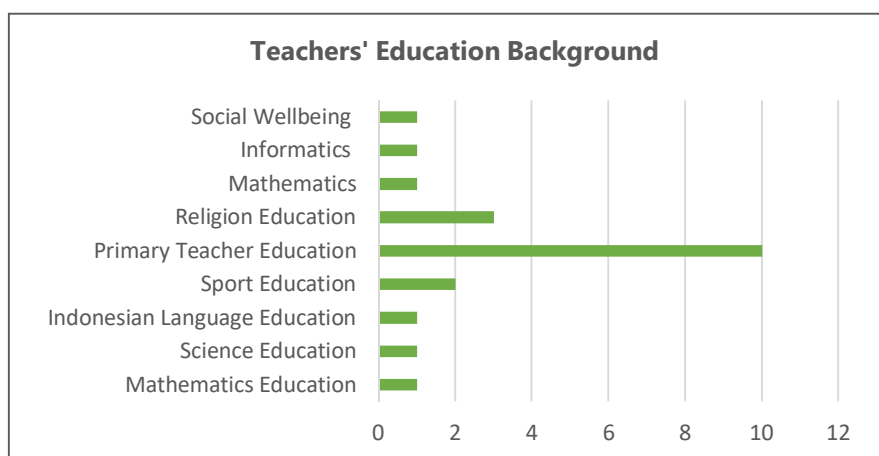


Figure 2. Teachers' education background

In Figure 2, information is obtained that the condition of the educational background of the teaching staff at SD Muhammadiyah 3 Pandaan mostly comes from graduates of elementary school teacher education (PGSD) as many as 10 people. The rest are spread from graduates of various majors.

The main objective of this PKM activity is to assist SD Muhammadiyah 3 Pandaan in realizing a child-friendly school by using a counseling approach as an effort to create a safe and comfortable school environment for all students. The unavailability of competent resources in implementing standardized counseling procedures in accordance with the theory is also targeted in this PKM activity through mentoring activities for teaching staff who are members of the task force who will later be given a letter of assignment from the principal to implement this child-friendly school program. Through counseling implementation assistance activities for teachers in the task force, it is hoped that it can immediately realize a comfortable and safe school atmosphere for students in accordance with the decision letter of the Pasuruan district head.

Counseling itself is an integrated component in the education system. Counseling facilitates students' self-development in achieving independence, understanding themselves and the environment, self-acceptance, self-direction, and in the process of training decision-making (Musslifah, 2021). Basically, counseling has various models with various theoretical backgrounds. The choice of counseling method will depend on the problems being experienced by the client. One of the important theories that form the basis of counseling is the theory of client centered therapy according to Carl Rogers. This theory bases that counseling will be centered on the individual or client and puts forward issues regarding self-concept, self-acceptance and allowing individuals to grow and develop according to their wishes (Musslifah, 2021). Based on the research by Nelissa et al. (2020), two types of guidance and counseling models are identified as applicable in the context of elementary school education. The first model is direct counseling, in which the counseling teacher directly meets with students who are experiencing problems. The second model is guidance and counseling can be done through media, such as guidance boards, problem boxes, leaflets containing psychoeducational material on the importance of maintaining mental health.

Teacher responsibilities include counseling focused on learning strategies, student academic career guidance, pedagogical counseling, as well as counseling in cases of personal crisis (Sauer, 2018). Teachers also need to counsel parents, especially if the students who are the focus of their attention are students at the primary school level. The importance of counseling between parents and teachers is also reflected in the Communicative Competence Model in Parent-Teacher Conversations from Munich (Gartmeier et al., 2015). This theory-based model defines counseling as the kind of parent-teacher conversations that are common in everyday life, including managing conflict situations and dealing with unpleasant news (Sauer, 2018). The quality of teacher-parent relationships has consequences for student achievement, motivation, and emotional, social, and behavioral adjustment (Walker & Dotger, 2012).

Based on many explanations about the problems experienced by students at school and the importance of a good relationship between teachers and parents, this community service activity aims to help classroom teachers understand the importance of counseling and train teachers to carry out simple counseling to students or parents.

2. METHODS

This community service was carried out at SD Muhammadiyah 3 Pandaan as a form of solution to the problem of inadequate teacher competence to help understand students' psychological problems. There are 3 stages in the method of community service activities to solve partner problems, the three stages can be seen in Figure 3.

Preparation Stage

In preparation stage, there are things to do, such as: (1) Need assessment. Need assessment activities are used to identify problems regarding the various problems experienced by students at school or how many human resources can help deal with student problems. This activity is in the form of interviews with the principal and several teachers with open and closed methods; (2) Program planning. This program planning activity is carried out by identifying the objectives of the activity, the target audience, the time needed and identifying the resources needed in community service activities; (3) Material development. This activity aims to prepare training materials that include the concept of active listening, counseling techniques and the ability to identify problems experienced by students; (4) Selection of methods and approaches. Determining the methods and approaches to be provided refers to the problems and conditions of the teachers who will become participants. The approach chosen is

in the form of skills-based training so that teachers can understand counseling from a theoretical and practical perspective.

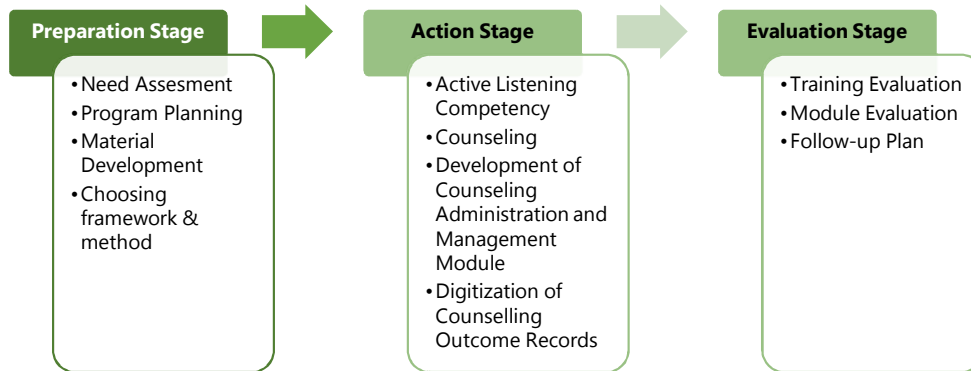


Figure 3. Stages of activity method

Implementation Stage

Active listening and counseling management training

The active listening and counseling management training activities provided to teachers in the SD Muhammadiyah 3 Pandaan task force aim to provide teachers with an understanding of the importance of having active listening skills before carrying out counseling. Then it is immediately followed by training teachers to be able to carry out counseling with procedures according to the rules in the world of psychology. This training activity will use a practical and demonstration approach. There are several topics that will be discussed throughout the training session, namely: (1) Active listening skills; (2) Empathy skills; (3) Counseling techniques; (4) Children's problems and how to identify them. In relation to partner participation in this activity is as a provider of training facilities, such as: activity venues, besides that partners also participate in assisting in the initial need assessment process and data collection as an evaluation of the impact of training. The basis for the preparation of this material is from the module on improving life skills and peer counseling (Affandi et al., 2021), as well as from the article (Telaumbanua, 2016).

Developing a counseling management module

This module is intended as a guideline for teachers who are in the task force to carry out the process of identifying student problems and carrying out counseling in accordance with the appropriate procedures theoretically and practically. The role of partners in the development of this module is as test users or reviewers of the effectiveness of the procedures in the model so that they can provide feedback for improving the management of counseling at SD Muhammadiyah 3 Pandaan. Science and technology will be implemented in the form of skills in carrying out counseling and recording counseling results. The counseling technique used is based on the counseling proposed in the article belonging to (Amala & Kaltsum, 2021).

Digitization of counseling outcome recording

The results of counseling conducted by teachers with students need to be written down in the form of records. So far, the records of counseling results are done manually in books or paper, so that

sometimes it is difficult for the storage process. Digitalization efforts in recording counseling results are one solution to maintaining the confidentiality of the counseling process in accordance with the psychological code of ethics.

Evaluation Stage

At the evaluation stage, this consists of 3 things, namely the first training evaluation which deals with measuring the effectiveness of training to see the results of training on teachers' understanding and skills after being given training. Second, the module evaluation is related to evaluating the functionality of the counseling management module that has been prepared and measuring the suitability of the objectives and ease of understanding the module. Third is the follow-up plan, this activity aims to plan continuous follow-up activities to ensure the effectiveness of training in the long term as well as to improve and revise the module as a result of feedback from teachers of SD Muhammadiyah 3 Pandaan.

Students are tasked with preparing the administrative needs of the activity, such as: assisting in initial need assessment activities, preparing equipment for training, collecting data and tabulating data on training evaluation results and module feedback from teachers, and also documenting activities. Student participation in this service activity allows for recognition in several courses, including: in semester 6, it can be recognized with school psychology courses (2 credits) and Real Work Lectures (3 credits), in semester 7 it can be recognized in Psychoeducation and Training courses (4 credits) and Computer Applications (2 credits), so that the total course recognition that may be carried out is 11 credits consisting of 2 courses in semester 6 and 2 courses in semester 7.

3. RESULTS AND DISCUSSION

Results

This community service activity begins with a need assessment activity that aims to explore the problems and needs of teachers at SD Muhammadiyah 3 Pandaan. Need assessment is carried out in the form of surveys and interviews with school principals. Based on the results of the need assessment, three (3) conclusions were obtained about the problems experienced by teachers at school related to the management of students who have both academic and non-academic problems, namely: (1) Limited understanding of the types of problems faced by students; (2) Lack of knowledge about the counseling process; and (3) Difficulty in conducting simple counseling for students. Answering these problems, this community service activity is carried out in several methods, namely two days of training activities and practical activities for implementing counseling which are monitored online for one week.

Learning contract

In the early stages of implementation, participants were given an explanation of the process they would go through during the training activities as well as information on how the training process would take place and what was expected of the participants in the form of a learning contract. After being given an explanation of the training process, participants were then given a pre-test on understanding counseling, types of problems experienced by students, and various simple counseling strategies. The purpose of this learning contract activity is so that all training participants correctly understand the process of training activities and are ready to take part in further activities.

Basic counseling skills psychoeducation stage

At this stage, participants were invited to understand the basic concepts of counseling, what is the importance of implementing counseling for students, and how counseling activities can help teachers

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build personal closeness with students. This session also explains the various skills that a teacher must have in order to be more fluent in carrying out counseling sessions with students in their class. As illustrated in Figure 4, the activity at this stage aims to build a common understanding of the concept of counseling between trainees and trainers. The hope is that when both parties have the same understanding, the process of discussion and delivery of material will be more easily captured by participants. In addition, another goal of providing this material is that teachers have adequate knowledge so that they can explain in detail about the condition of students to student guardians during the teacher and student guardian meeting sessions. In this session, a pre-test was also given as an initial benchmark of the ability and understanding of the training participants. This stage is shown in the documentation of the activity in Figure 4.

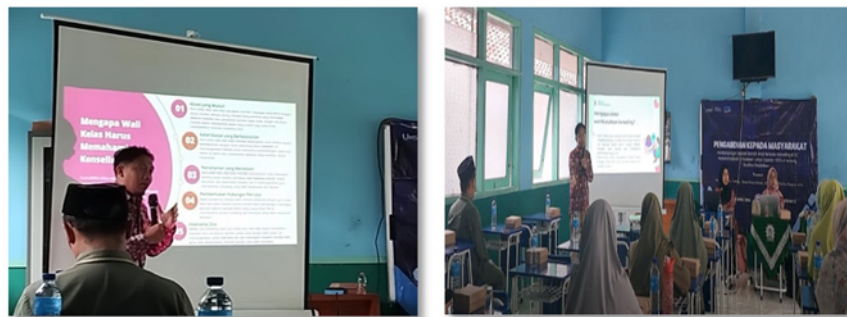


Figure 4. Delivery of basic counseling skills

Explanation of different types of student problems in primary school

The next activity was to provide a lot of knowledge and understanding for the trainee teachers about various adolescent cases that are currently viral around us, especially those related to the academic world at school. Starting from case studies, trainees are invited to think about the various causes of the emergence of adolescent or pre-adolescent cases, and whether these cases are also experienced by students in their schools. After the discussion process about the case was completed, the speaker at this stage of the activity explained the various problems that are often experienced by students at the elementary school level. What are the symptoms that arise, what are the characteristics of students who generally experience this, and how the handling process is from the point of view of psychology or the field of teaching. The activity stage of explaining various types of student problems is shown in the activity documentation in Figure 5.



Figure 5. Submission of materials on problems of elementary school students

Reflection stage of different types of student problems in primary school

This session was used to convey reflections on the understanding of the material from the participants as well as various actual problems faced by teachers while at school with students. This reflection session was also followed by a discussion and question and answer session with the presenters so that the same understanding, causal factors and possible problem-solving steps were obtained. The reflection session lasted quite a long time because it turned out that the participants had various cases that they wanted to discuss with the presenters. The methods used in this session were brainstorming, discussion, and question and answer. The documentation of the reflection, discussion and question and answer session is shown in Figure 6.



Figure 6. Reflection stage on various types of student problems in elementary school

Counseling implementation strategy stage

This stage is the next stage and is a practice session for implementing the counseling process to students. At this stage, there is still one session of delivering psychoeducational material on simple counseling techniques and strategies that can be done by teachers at school. The delivery of this material lasted about 30 minutes. The next session is a practice session and uses the roleplay method, where participants are asked to pair up and take turns playing the role of students and counselors. The time given in each practice session for one role is 20 minutes, and then participants must exchange roles. Role playing is a learning model that aims to help learners find their identity in the social world and solve dilemmas with the help of a group. This means that through role playing, participants can learn to use the concept of role, realize the existence of different roles and think about their own and other people's behaviour (Handari, 2018).



Figure 7. Delivery of counseling implementation strategy materials

Simple counseling practice

During the counseling practice session, participants who act as counselors must also record the counseling process through a google form link that has been prepared by the developer. The choice of recording counseling on google form is that this media is very familiar to academics in the world of education. And it will be easier for teachers to work multi tasking when using a cell phone, compared to using a laptop. The multi tasking work referred to here is that the teacher can carry out the counseling process through chatting with students in order to explore the problems being experienced, as well as being able to record all the problem points of the student through the google form column that has been opened on each teacher's cellphone. The recording process using cellphones is still in accordance with the rules of the counseling code of ethics based on the code of ethics of the Indonesian Psychological Association. However, at the beginning of the counseling session, teachers need to convey permission to students that teachers will use cellphones to record stories from students during counseling sessions.

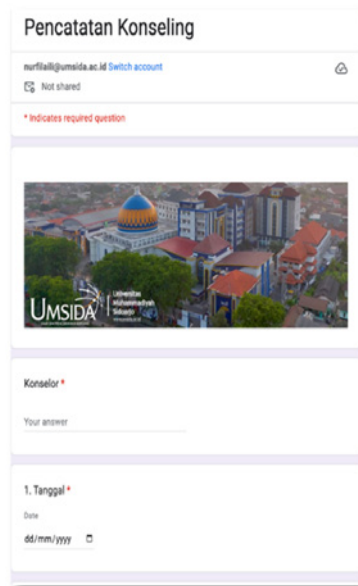
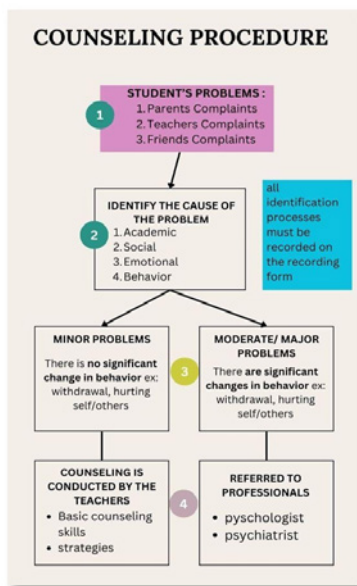


Figure 8. Counseling procedure
Figure 9. Counseling roleplay practice

Pre-test and post-test analysis

The pre-test and post-test used in this community service activity are questionnaires. The number of participants who participated in the entire training process from start to finish was 10 participants, so the pre-test and post-test data of a number of participants were analyzed. Based on the calculation of the pre-test and post-test results regarding the participants' understanding of the training material, the results are as shown in Figure 10.

Based on the data diagram above, it is obtained that there is an increase in understanding of the training material from the pre-test data to the results of the post-test questionnaire. This condition provides information that participants already have a better understanding of counseling strategies than before participating in the training process. When depicted in a diagram to see the difference in scores between the pre-test and post-test of all training participants is depicted in Figure 11.

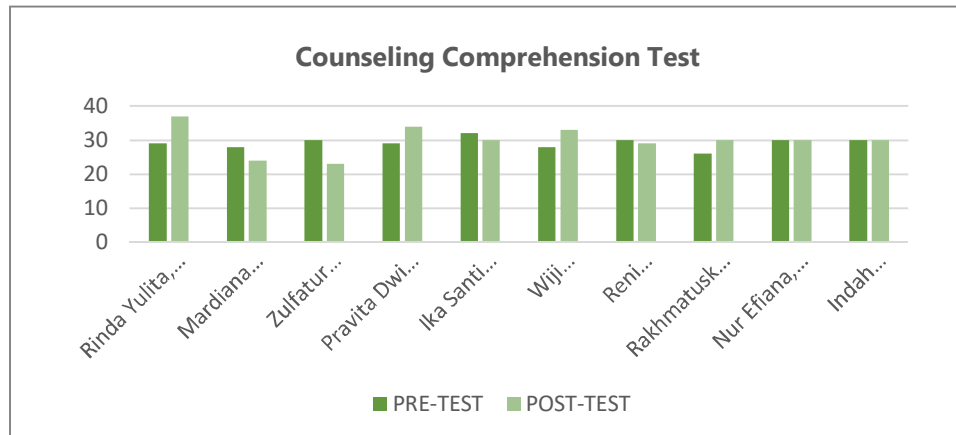


Figure 10. Diagram of pre-test and post-test results

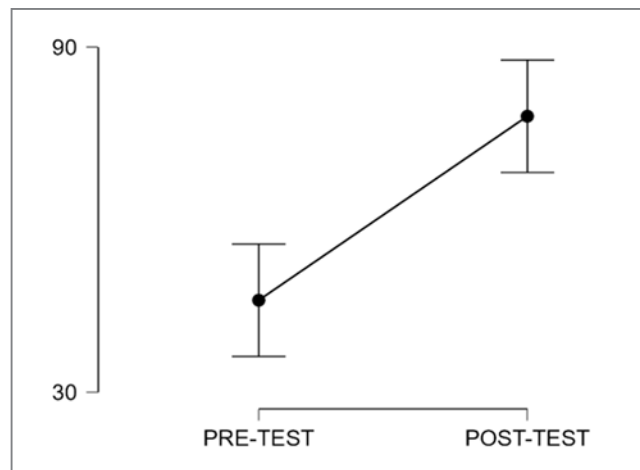


Figure 11. Graph of pre-test and post-test

Statistically, the results of the pre-test and post-test difference test as shown in Figure 11 show that there is an increase in pre-test and post-test data. This means that there is an effect of training on the understanding of counseling strategies.

Discussion

The community service program activities in the form of psychoeducational activities and counseling roleplay practices have relevance to the needs of partners, namely preparing qualified human resources in helping to serve students who have both academic and non-academic problems. The definition of psychoeducation in the Indonesian Psychology Code of Ethics is an activity carried out to increase understanding or skills as an effort to prevent the emergence of psychological disorders and to increase understanding for the community, especially families, about psychological disorders. (Indonesian Psychology Association, 2010). Psychoeducation is basically open to anyone - children, adolescents, and adults, individually or in groups. The implementation of psychoeducation is divided into 3 service areas to facilitate the intended targets, namely: (1) Psychoeducation in the school environment targeting students; (2) Psychoeducation in industrial and organizational settings for employees; (3) Psychoeducation in the community environment for the wider community (Supratiknya, 2011).

Based on the above definition, it can be concluded that psychoeducation activities are important before conducting practical sessions so that presenters and participants have the same understanding of the topics that become the main discussion throughout the community service session. Psychoeducation regarding counseling procedures is also a basic foundation for participants to understand how important counseling sessions are carried out in order to explore information about problems experienced by students and even experienced by students' families. According to the American Counseling Association, Counseling is a professional relationship that empowers diverse individuals, families, and groups to achieve mental health, wellness, educational, and career goals. ([American Counseling Association, 2023](#)).

The vision and mission of the partner school is to make the institution a child-friendly school so that the understanding of all school elements regarding the physical and psychological conditions of students is an absolute must. Child-friendly school according to ([UNICEF, 2009](#)) A child-friendly school according to ([UNICEF, 2009](#)) is a school that seeks to obtain and retain children from diverse backgrounds, respects diversity, and ensures non-discrimination One of the efforts to be able to introduce these characteristics of students according to their age level, it is necessary to hold a workshop activity on this matter. This need is captured by the pengabdian and then connects it with increasing the competence of the teachers in the field of counseling so that the expected final output is the skills of the teachers to carry out simple counseling sessions with students and understand the flow of referrals when student problems are too severe.

In the first session on basic counseling skills, there was a discussion on active listening. Listening is a basic element of effective communication. When compared to other elements of communication, linking communication with active listening is an appropriate correlation for successful two-way communication ([Enachi-Vasluianu & Mălureanu, 2016](#)). Active listening skills will support the improvement of an individual's two-way communication skills, including teachers in schools. Communication is the process of giving and receiving messages of meaning between two people ([Levitt, 2002](#)). In communication itself consists of 2 types, namely verbal and non-verbal communication. Verbal communication is the process of delivering messages using words, both orally and in writing. Meanwhile, non-verbal communication is the process of conveying messages through various signals that are not words. These non-verbal symbols are usually displayed by volume when saying words, touch, gesture or body movement, eye movement, and also facial expressions ([Muslikah et al., 2016](#)).

In the next session, the teacher's level of knowledge about the various conditions of student problems at the elementary school age stage becomes an important foundation in choosing the appropriate counseling approach. Before understanding the problems experienced by students, teachers should develop the ability to empathize with the situations and conditions experienced by their students. Empathy is an emotional state in which a person feels what another person feels as if he or she is experiencing it themselves, and what he or she feels is in accordance with the feelings and conditions of the person concerned. Although empathy is an emotional response, it also involves cognitive skills such as the ability to recognize other people's emotional states and the ability to take roles ([Eisenberg et al., 2014](#)). By having a strong sense of empathy within themselves, teachers can hone their sensitivity in identifying problems experienced by students.

Problems experienced by students can be in the academic and non-academic realms. Elementary school students in the high grades (grades 4, 5, 6), by age, have entered the pre-adolescent stage of development. At this stage of development, there are several problems outside of academics that greatly affect the learning performance of students in class, namely emotional and socialization problems. According to developmental theory, one of the problems experienced by adolescents is social problems. To achieve an adult socialization pattern, adolescents must make various new adjustments. The most important and difficult thing is self-adjustment. Students who are in the pre-adolescent stage also have

a desire to be recognized by their peers. Parents and teachers need to accommodate their psychological needs with the various positive and negative consequences that follow. Another problem that is often experienced by pre-adolescent students is that they may experience behavioral problems such as difficulty controlling their emotions. They are prone to outbursts of anger or physical aggression towards classmates. Aggression behavior in students can appear both verbally and non-verbally. Aggressive behavior is behavior that hurts others both physically and psychologically, causing harm or harm to others. Behavioral problems that occur in students can be caused by both internal and external factors (Orchowski & Berkowitz, 2022).

At the stage of roleplaying the implementation of counseling, researchers used a counseling flow referred from the peer counselor module owned by Affandi et al. (2021) as stated in Figure 8 regarding the procedure for implementing counseling. This procedure is important to note for teachers who want to carry out counseling because these are signs so as not to overburden teachers with the burden of student problems that are too heavy. Severe student problems such as aggressiveness that leads to self-destruction or those who carry sharp weapons during aggressive actions, then it should be referred to more skilled professionals, such as psychologists or psychiatrists. And when dealing with problems in children with special needs, teachers should also be able to invite the collaboration of related professionals so that the process of handling the problem becomes more thorough and comprehensive.

Mutswanga & Chivasa (2014) introduced 10 principles for counseling students who seek advice, especially helping teachers provide appropriate advice for students with or without learning disabilities. According to the authors, counseling should be confidential, voluntary, non-judgmental, sincere, client-based, renewable, and based on mutual respect between client and counselor. Therefore, teachers need to develop the ability to understand students' problems to show passionate characteristics in helping them overcome their difficulties (Katsatasri, 2022). Guidance and counseling aims to enable students to determine themselves, know themselves and be able to plan their future. In this regard, guidance and counseling functions as a service provider to students so that each student can develop optimally so that they become a complete and independent person (Dianovi et al., 2022).

The counselor's role is to help students to distribute their energy into the many learning opportunities available to them (Ahmad & Zadha., 2021). Various forms of counseling activities that can be provided by teachers are: (1) Assistance in planning a major program of study and its pattern of co-curricular activities; (2) Helping children with developmental problems; (3) Knowing their personal problems and aspirations, their talents and abilities, and the social pressures they face. When students experience a change in family structure, which could be due to parental divorce or the death of one parent, it requires the counselor to actively provide educational information, behavior management skills, and emotional support to both the parents and the student. These needs and concerns must be addressed (Öztabak, 2018).

4. CONCLUSION AND RECOMMENDATIONS

This community service program aims to solve the problems felt by teachers at SD Muhammadiyah 3 Pandaan, namely in the form of intensive training in identifying student problems at the elementary school level and counseling procedures. The target achieved in this program is to increase teachers' understanding and skills to identify changes in student behavior that lead to physical or psychological problems. After being able to see a problem, the teacher can dig deeper through counseling sessions and be able to compile a record of the counseling process through a google form that has been prepared. The results obtained from the Pre-test and Post-test also showed an increase in understanding of various student problems and how procedures for implementing counseling procedures.

The community service program in the form of intensive training in identifying student problems at the elementary school level and counseling procedures for teachers at SD Muhammadiyah 3 Pandaan went very well. However, everything is definitely not free from shortcomings, some of the limitations experienced by the pengabdian are: (1) Limited resources such as time, energy and budget; (2) Not all teachers can actively participate in the training due to limited time or technical skills needed. Therefore, suggestions given to partners and helpers include: (1) Provide adequate resources then ensure the availability of sufficient resources in the form of budget, personnel or learning equipment, so that the training can run smoothly and continuously; (2) Increasing teacher participation and involvement. Service providers and partners need to consider strategies to increase teacher participation and engagement in training, such as providing incentives or additional technical support or mentoring assistance; (3) Developing collaborative networks. This is intended to encourage the formation of a collaborative network between teachers and schools to share experiences and best practices in the process of discussion and exchange of information on various cases of problems experienced by students from each class. This discussion forum also needs to invite professionals such as psychologists, so that they can get a more objective point of view when making conclusions or problem solving steps.

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