

The Efforts Of Teachers And Counseling In Addressing Maladaptive Students With Group Counseling Services At Smpn 14 Banjarmasin

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THE EFFORTS OF TEACHERS AND COUNSELING IN ADDRESSING MALADAPTIVE STUDENTS WITH GROUP COUNSELING SERVICES AT SMPN 14 BANJARMASIN

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ABSTRACT

This study aims to describe 1). form of maladaptive behavior of students at SMPN 14 Banjarmasin, 2). The factors that influence the maladaptive behavior of students at SMPN 14 Banjarmasin, 3) The efforts of the guidance and counseling teachers in overcoming the maladaptive behavior of students at SMPN 14 Banjarmasin. The method used in this research is a qualitative method with a descriptive approach. Sources of data in this study are: Bk teachers, homeroom teachers, and students of SMPN 14 Banjarmasin. Data collection techniques in this study using observation, interviews, and documentation. As for the validity of the data in this study using triangulation and participation extension. While the data analysis used in this study is the analysis of making conclusions from the whole discussion. The results of this study indicate that the maladaptive behavior of students of SMPN 14 Banjarmasin in general that is often done is truancy, making noise in class, and making friends. The factors causing the maladaptive behavior of students at SMPN 14 Banjarmasin are weak self-control factors, family factors, and environmental factors or peers that are not good and do not support the adjustment to the environment. The efforts that have been made by the counseling teacher in overcoming maladaptive behavior of students at SMPN 14 Banjarmasin are identifying problems, collecting student data and student backgrounds, collaborating with other teachers and parents of students in solving student problems at school, giving reprimands or punishments and advice its nature educates and educates the students themselves.

Keywords: Teacher Guidance and Counseling, Maladaptive Behavior

PRELIMINARY

In the teaching and learning process at school there are often problems experienced by students in the process of adjusting to their surroundings. Therefore, it often has an impact on student behavior that is not good in their adjustment. Kartika Sari Dewi (mental health, 2012: 28) describes that "there are several kinds of human behavior problems that can be controlled, namely deficit behavior (low) and excessive behavior (excessive behavior)". In this case, I researched the behavior of someone who is difficult to adapt to in the school environment. This excessive behavior is behavior that causes the person concerned to have difficulty adapting to the surrounding environment.

As an illustration, it is an action taken by humiliating others, criticizing others. Someone who has difficulty obeying the rules in the environment based on applicable norms, resulting in friendship and even being shunned by friends around. Disrespectful deeds shown to other individuals that harm themselves. According to Makmun, (2000:

130) explains that adolescence is a period through which individual adolescents go through which runs from the completion of childhood to the emergence of early adulthood. Maladaptive behavior often occurs among adolescents, including in junior high schools. In that period, a new adolescent enters a transitional period from children stepping into early adolescence so that in adjustment to the environment is still unstable and there is no maturity to control himself so that a teenager takes action or adapts to his curious environment and tries to find his own identity. So often the emergence of maladaptive behavior of students in schools is caused by environmental factors that are not conducive so that it can affect their social development.

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1 According to Syamsu. Y and Junika N, the foundation of guidance and counseling (2016: 164), describe that adaptive behavior in the environment causes several kinds of problems, especially for individuals themselves.

If a person manages to fulfill his wishes well for the environment and does not cause new problems or harm to his own environment, then it is interpreted as "well adjusted" as well as adapting positively. On the other hand, if someone does not succeed through the process of self-adaptation, it is said to be "maladjusted" in other words, according to one.

IDENTIFICATION OF PROBLEMS

Many problems occur related to adolescent maladaptive behavior, this behavior also occurs and occurs in educational institutions. As is the case at one of the educational institutions at SMPN 14 Banjarmasin. Based on one of the sources that the researcher met, the students also experienced problems that in the end they did actions that did not violate the rules or was called maladaptive behavior. Among them are like truancy and fighting. In this regard, there must be further action to overcome problems related to deviant behavior carried out by these students from an early age, therefore, if action is not taken immediately, it is feared that the problem will be more difficult to solve because it has become a habit. Related to this problem, I had conducted observations and interviews at SMPN 14 Banjarmasin when I was carrying out PPL there, based on information from guidance and counseling teachers related to maladaptive behavior carried out by students at SMPN 14 Banjarmasin. He explained that there were still many students who breaking the rules, maladaptive behavior among students

1. Making noise in class
2. Skipping classes
3. Bullying friends

PROBLEM FOCUS

In this study, the researcher focused on researching:

1. The maladaptive behavior of students at SMPN 14 Banjarmasin.
2. Factors that influence the causes of student maladaptive behavior at SMPN 14 Banjarmasin.
3. The efforts of guidance and counseling teachers in overcoming maladaptive behavior of students at SMPN 14 Banjarmasin.

FORMULATION OF THE PROBLEM

Based on the background of the problem that occurred, the researcher formulated several problems that could be formulated as follows:

1. What are the forms of maladaptive behavior of students at SMPN 14 Banjarmasin?
2. What are the factors causing maladaptive behavior of students at SMPN 14 Banjarmasin?

3. How are the guidance and counseling teachers' efforts in overcoming the maladaptive behavior of students at SMPN 14 Banjarmasin?

RESEARCH PURPOSES

The purpose of this study is to describe:

1. Maladaptive behavior of students at SMPN 14 Banjarmasin.
2. Factors causing maladaptive behavior of students at SMPN 14 Banjarmasin.
3. The efforts of guidance and counseling teachers in overcoming maladaptive behavior of students at SMPN 14 Banjarmasin.

BENEFITS OF RESEARCH

The benefits of research in general can be divided into two types, namely theoretical and practical.

1. Theoretical Benefits

The theoretical benefits obtained from this research are expected to enrich the knowledge of guidance and counseling, especially those related to efforts to overcome the maladaptive behavior of students in schools so that the science of guidance and counseling education can develop and advance in the future.

2. Practical Benefits

The practical benefits are useful for:

- a) BK teachers, guidance and counseling teachers (BK) in order to optimize guidance and counseling services to students to help solve various problems that are being faced by students. In addition, it is also useful for all field teachers and homeroom teachers to be more serious in controlling their students while in school so that students do not violate the rules set at school.
- b) Students, can help optimize the development and abilities of students in order to be able to adapt to the environment well.
- c) Parents of students should try to give more attention, guidance, and motivation to children so as not to violate the rules and regulations that apply in schools and the community. Because it is a family asset that must be watched and protected from incoming threats.
- d) Schools can advance counseling guidance programs in junior high schools in order to provide optimal services to overcome student maladaptive behavior
- e) Other researchers, from the results of the research, are expected to provide information and motivation data for other researchers to examine more deeply about aspects that have not been revealed in this study.

RESEARCH ASSUMPTIONS

In a study entitled the efforts of guidance and counseling teachers in overcoming maladaptive behavior at SMPN 14 Banjarmasin, I or the author argues that:

1. Maladaptive behavior itself is an act that results in a person having difficulty adapting to the environment.

1 As an illustration, it is an action taken by exposing other people to bad words towards other friends. someone is difficult to obey the rules in the environment in the form of established norms, so in their friendship they do not like them and are avoided from friends. The disrespectful behavior shown to others makes it difficult for yourself.

2. The factors that influence maladaptive behavior are as follows: having low abilities, a small short body, abnormalities in the physical body, or an unattractive face, from the ability to think, namely intelligence that is not smart, the principle of bad personality as a form of continued lack of thought as a condition of self-concept needs (such as often unsuccessful self-identity, affection, appreciation, and motivation), poor environmental conditions: unhappy internal interactions in families, difficult economic conditions, and educational actions from the parents.
3. From the understanding and factors that influence maladaptive behavior, it is necessary to take action from the guidance and counseling teacher to help students who cannot adapt to the school environment by using special strategies in guidance and counseling services. And do not forget the attention of parents is needed to be able to motivate students to adjust themselves well.

LITERATURE REVIEW

1. DEFINITION OF COUNSELING GUIDANCE

a. Guidance and counseling

Willis, (2014: 13) explains that guidance is an effort to help students who need help that is given in a structured and systematic manner, with openness from these students, related to their problems. Milton E. Hahn is quoted (Wills, 2014: 18) describing that, counseling is a process that takes place in individual interaction (teacher bk) with clients, namely individuals (students) who have problems that are difficult to solve, through a teacher who is an expert in their field. who have received training and learning to help the counselee (students) be able to solve their difficulties.

According to Thoirin (2011: 26) counseling guidance is the ongoing help obtained from the counselor aimed at clients by meeting face-to-face or a mutual responding relationship between the two, so that the client is able to solve the problems experienced. Guidance and Counseling is an assistance service for students, both individuals and groups to be able to grow and develop. The description of group counseling according to Jacobs, Harvill and Masson (Group Counseling: Strategies and Skills: 2) suggests that in the implementation of group counseling practice counselors must use a theoretical approach.

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b. Definition of Youth

Youth is a golden generation to build a quality and competitive nation in the era of globalization and modernization which is full of challenges and global competition with its stages of development. Spenger (Makmun.2000: 130) where, "personality theory is oriented to individual attitudes towards values with the interpretation of adolescence as a period of growth with changes in the fundamental psychological structure of awareness of me, gradually becomes clearer of the purpose of life, growth and into various fields of life". including a sense of concern from parents and the unity and integrity of the family.

a. School environment

As long as they study at school there is interaction between their peers, as well as with the teacher as parents at school. In interacting, negative behavior often occurs between friends, causing maladaptive behavior.

b. Community environment

Related to the problems that occur, Bidell & Deacon, (2010: 3) describe as follows Disruptive Classroom Behaviors (DCB) have been described as actions that appear to take place during class hours where students ignore the teacher while teaching or interfere with the concentration of other students in learning, for example not wanting to play an active role or discuss in school work, do not respect the opinions of friends, do not want to listen to learning. Bullying is behavior that is classified as bad and deviant because this behavior has a quite serious impact on the victim (Journal of Islamic Community Development, 10 (2) (2017). There is There are also three factors that influence maladaptive behavior, especially skipping school behavior in adolescents, namely school, personal and family (Kearney 2001:1).

2. FACTORS THAT CAUSE MALADAPTIVE BEHAVIOR

The causes of maladaptive behavior in children are classified into 2 parts, namely the factors of one's own abilities and the environment. Kartini Kartono, (1992: 122) explains that the factors in children's maladaptive behavior are:

- a. Negative frustration response, trying to defend yourself from the inability you have.
- b. Problems in observing and responding such as illusions and hallucinations so that children are unable to control the burden of life they experience.
- c. Problems in thinking and intelligence, illogical thinking and low intelligence abilities.
- d. Feeling / emotional problems, there are many unfulfilled wants and needs so that you experience a lot of disappointment and frustration.

Apart from internal factors, there are also factors from the environment. Factors from the environment that cause maladaptive behavior are:

- a. Family

1
Family is the closest environment to raise children, mature and educate. According to Gunarsa (2009: 6), it explains that part of the form of the family can influence children's actions or behavior. The community environment is a place for children's social learning after family and school for children. A good environment will have a good influence, and vice versa.

3. THE RIGHTS OF THE BK TEACHER

According to Bimo Walgito, counseling teachers are teachers who hold multiple roles in the sense that they are also role models. The same thing is explained by the Decree of the Minister of Education and Culture and the head of BAKN No. 0433 / P / 1993. and No. 25 of 1993. regarding the definition of guidance and counseling teachers are teachers who have the responsibility, duty, to fully guide counseling activities to students in schools.

4. EFFORTS TO OVERCOME ADOLESCENT MALADAPTIVE BEHAVIOR

The truth of learning is the process of the extension of students who care about their surroundings, blend with local, national and global cultures. aiming for education to be successful precisely with the aim of required equipment, equipment or resources such as school buildings, learning modules / materials, teaching staff and other complementary facilities.

In the book Social Pathology 2 Juvenile Delinquency, (2013: 32) Kartini Kartono describes that: There are forms of action that can be carried out in an effort to deal with adolescent maladaptive behavior related to benefits and aim that guidance and counseling include:

a. Preventive action

This preventive action is a treatment that is carried out to prevent deviant behavior.

b. Repressive Action

Efforts to follow up actions that violate the rules by providing penalties to provide a deterrent effect.

RESEARCH METHODS

A. Approach and type of research

This research is based on qualitative methods and research design uses phenomenology and its types describe. Descriptive research is research that intends to create parables, descriptions or frameworks in a sequence, factual and accurate about the things that happen, the properties and the interrelationships between the events studied according to Nazir, (2014: 43). In the method used is research that focuses on events that occur in the field and defines the actual events that take place in the field.

B. Researcher's presence

Based on the research used is a qualitative strategy. The term qualitative research is explained by Krik & Miller (in Nasution, 1988: 23) basically comes from qualitative

observations and is questioned by quantitative observations. The presence of researchers is not only intended to influence the research subject, but to obtain clear and precise data and information. Several methods can be used to obtain clear and precise data, including observing, having dialogue, and archiving photos in the field.

Based on its implementation, researchers are in the field when they are allowed to carry out research, as for the way they come to the research place at certain hours and are not scheduled sequentially. As for the important thing, the presence of researchers in this research place intends to carry out searches and studies of data related to the Counseling Guidance Teacher Efforts in Handling student maladaptive behavior with group counseling services at SMPN 14 Banjarmasin. In order to obtain data that is more valid and accurate as expected from the researcher, as for the data that is directly or indirectly related to the problem raised by the researcher as the title of the thesis.

C. Research Location

The location carried out by the researchers took place from April to July 2020. The implementation at SMPN 14 Banjarmasin which is located at Jalan Banua Anar no. 14, rt.3, continents of anyar, kec. East Banjarmasin, Banjarmasin city, South Kalimantan 70121.

D. Data Sources

According to Zulfadrial (2012: 46) the definition of research data sources is the subject where the data obtained is from. Therefore, the researcher describes several resource persons in data collection for this research purpose, namely:

1. Counseling Guidance Teacher (BK)
2. Homeroom teacher
3. Students of SMPN 14 BANJARMASIN

The main data in qualitative research comes from chat sentences and actions using the method of taking samples from student representatives in 14 Banjarmasin state junior high school in class VIII, which consists of six classes, namely class VIII A, B, C, D, E, and F. of the six classes the researcher took a sample of class VIII A, E and F with the reason that most of the students in class VIII A, E, and F were students who committed violations so that the researcher gave an overview of the problems that occurred in school and what efforts the researcher prepared to find solution to the problem.

E. Research subjects

In this research, the subject is the BK teacher at SMPN 14 Banjarmasin, amounting to 1 person and students at SMPN 14 Banjarmasin in class VIII A, E, and F.

F. Data Validity

1. Credibility

According to Satori & Komariah (2014: 165) a measure of the correctness of the data collected, which describes the conformity of the researcher's concept with the research results, is called credibility. The credibility is done by:

- a. Triangulation

1 checking data from various sources in various ways and times is called triangulation.

- 1) Triangulation of sources
- 2) Technical triangulation
- 3) Time triangulation

Researcher in qualitative research is the instrument itself, the participation of researchers is very decisive in data collection. This participation was not only carried out in a short time, but required an extension of participation in the research setting. Extending participation also requires researchers to dive into the location and take a long enough time to detect and account for distortions (irregularities) that might contaminate the data. The extension of participation is also intended to build the subject participants' trust in the researcher and also the self-confidence of the researcher.

G. Data Analysis Techniques

According to Sugiyono (2015: 244) describes that there are several data analysis techniques:

1. Data Reduction
2. Data Presentation (Data Display)
3. Verification and concluding data (Concluding drawing / verification)The data analysis used in this research is inductive analysis. That is, inductive data analysis is thinking that departs from specific facts or things, then draws a conclusion. This inductive analysis is more specifically used by researchers to analyze interview data in order to get a main conclusion from some information or interview results obtained from informants / respondents, which are then described and discussed from specific matters and then a conclusion is drawn.

RESEARCH RESULT

As for the results of interviews and findings in the field, there are actually some maladaptive behavior problems experienced by a teenager in school, especially students of SMPN 14

Banjarmasin.

1. The forms of maladaptive behavior of students at SMPN 14 Banjarmasin, namely:

a. Truancy

Students who do not attend school without reason and do not make a school permit are said to be truant. With this, students skipping school can be caused by one of the factors of boring learning that makes students lazy to come to school. Truancy can be interpreted as not coming to school without reason, not coming to school for days, saying goodbye to school but not coming to school according to Gunarsa, Singgih D, Child Psychology, Youth and Family, (2006: 79)

b. Making noise in class

A commotion is something or someone's attitude that disturbs the peace of friends or those around them.

The class is a place where students learn when they are at school. Bidell & Deacon, (2010: 3) say that, Disruptive

Classroom Behaviors (DCB) can be interpreted as visible actions that take place in the classroom that cause trouble when the teacher teaches or disturbs the concentration of other students, for example, namely refusing to participate in activities or collaborating in discussing group assignments in class, ignoring the rights of other individuals, not focusing on lessons, making noise and leaving the seat without the permission of the teacher.

c. Need a friend

Bully is a behavior that causes an individual or group to commit negative actions towards a person or friend in verbal and non-verbal forms. This behavior arises because of differences in groups and different races within a group. Bullying is a desire to hurt. This desire is shown in action, causing others to suffer according to Rigby (2005; in Anesty, 2009).

Based on the theory and findings in the field, it can be interpreted that the maladaptive behavior of students is caused by the ability of a person who is difficult to adjust to in the surrounding environment, which is caused by several factors, giving rise to negative behavioral impacts. As for the behavior that often occurs at SMPN 14 Banjarmasin, truancy behavior is caused by monotonous learning so that students are lazy to learn, the behavior of making noise in class is disturbing behavior for friends in class caused by a lack of attention from teachers and parents and aggressive behavior or bullying is unpleasant behavior towards others and repeated by the act of calling a bad name against fellow friends or victims of bullying. As stated by Rigby (2005; in Anesty, 2009) Bullying is a desire to hurt. This desire is shown in action, causing others to suffer.

And the results of research on bullying behavior show that bullying behavior in the field is caused by the pride of the perpetrator wanting to get a compliment from other friends so that other friends laugh by calling the victim with an insulting name. Likewise, the results of research on truancy behavior show that students are truant because of a family problem and the lack of interesting lessons delivered by the teacher at school so that the enthusiasm of students to come to school becomes lazy. As stated by Gunarsa, Singgih D, Child, Adolescent and Family Psychology, (2006: 79) that truancy can be interpreted as not coming to school without reason, not coming to school for days, saying goodbye to school but not coming to school.

The results of research in the field regarding rowdy behavior in the classroom, this behavior is caused by the teacher's lack of attention to students so that students do things that make students always pay attention to the teacher and their friends. As stated by Bidell & Deacon, (2010: 3) says that, Disruptive Classroom Behaviors (DCB) can be interpreted as visible actions that take place in the classroom that make trouble when the teacher teaches or disturb the concentration of other students. For example, namely refusing to participate in activities or collaborating in discussing group assignments in class, ignoring the rights of other individuals, not focusing on lessons, making noise and leaving the seat without the permission of the teacher.

2. Based on the findings in the field, there are different factors

influencing the maladaptive behavior of these students, among others:

a. family factor.

Students who are raised in a divorced family environment have their parents and their father and mother busy with their work, so the child's affection decreases and makes the child behave aggressively and excessively to get attention from friends and teachers. Kartini Kartono, *Juvenile Delinquency*. (2013: 57) explain that: The delinquency committed by children and especially adolescents in general is the result of the transition of mental behavior of parents, family members, and conditions around close neighbors, coupled with primitive lust and uncontrolled aggressiveness. affect the mental and emotional life of immature and very unstable adolescents.

b. community environmental factors.

The social environment where students interact directly in a society with a culture that is not good will affect the process of the child's or students' adjustment abilities in developing their abilities so that they have difficulty in the process of adjusting to a good environment. As Sutherland said: "a person becomes evil because of what he has learned from intimate friendships in the past in line with imitating society during intimate communication / interactions.

c. educational / school environmental factors.

The educational environment is an environment where all students who have good and bad personalities gather to carry out the learning process. Students who choose the wrong friends will result in the student's adjustment process to the rules set in school so that it can hinder the socialization process of students at school to be less good. Based on the theory and the findings, it can be interpreted that the causes of students' maladaptive behavior are caused by several factors that affect students' ability to adapt to the environment, namely: internal factors, family factors, community and school environment.

As Simanjuntak points out, the background of juvenile delinquency, (1983: 121) that as is known there are three environments that affect the development of children or adolescents, namely the family, school and community environment. And the results of research on the causes of maladaptive behavior in school are caused by environmental factors, family, friends or community factors and school environmental factors. Likewise the results of research on delinquency carried out by children, especially adolescents in general, are the result of the transfer of mental behavior of parents, family members, and conditions around close neighbors, coupled with primitive desires and uncontrolled aggressiveness (Kartini Kartono, *Juvenile Delinquency*, 2013: 57). The results of research on maladaptive behavior factors show that children's attitudes and behaviors depend on what they imitate when interacting with the environment.

3. The following is a description of the discussion based on the results of interviews with several informants about the counseling teacher's efforts in overcoming student maladaptive behavior:

a. Identification of problems

The guidance and counseling teacher takes advantage of the students' greater abilities and insights to provide information or find solutions related to problems that are not yet known by students. As stated by Sarlito, *Adolescent Psychology*, (2011: 228) by telling about the consequences of deviant behavior, telling about the possibilities of continuing school, about effective learning methods, about sexuality, and so on. By gaining this additional knowledge, it is hoped that clients can solve their problems in the future. And the results of research on problem identification are the efforts of the bk teacher to observe and find out student data what causes the problems experienced by students (Sarlito, *Adolescent Psychology*, 2011: 228).

b. Providing warning and punishment guidance

Guidance is an effort to help someone in need. The help is provided in a purposeful, measurable and systematic manner, open to the awareness of the client or student, regarding the problem. Meanwhile, punishment is an attempt to do something that has a deterrent effect on students who have violated school regulations. As stated by Aat Syaangaran, "if it is deemed necessary, punitive action against adolescents or students who violate the rules can be carried out in the form of punishment. These punishments are not given to make children afraid, let alone to hurt children, punishments are meant as sanctions which have a deterrent effect so that children are afraid to commit violations again" (Aat Syaharga, *Role of Education*, 2008: 144).

In this case the guidance and counseling teacher provides warning or prevention guidance as well as punishment for students who have already violated the rules at school so that students do not repeat their actions. And the results of the study show that with the form of punishment students will be deterred and not repeat it again (Aat Intercession, *Role of Education*, 2008: 144).

c. The cooperation of the teachers

To achieve maximum results in a business, of course we need people who can help us achieve the desired targets or what is called cooperation. As stated by Syamsu Yusuf, "cooperation is the attitude of being willing to cooperate with groups" (Syamsu Yusuf, *Psychology of Child Development*, 2011: 125). In this case the BK teacher works together with the homeroom teacher or parents to solve problems experienced by students in school. And the results of research are very effective in helping solve student problems in collecting student data so that common desires

1
can be achieved (Syamsu Yusuf, Psychology of Child Development, 2011: 125).

Based on the findings in the discussion, the researcher described the efforts made by the counseling teacher in overcoming the maladaptive behavior of students at SMPN 14 Banjarmasin by:

1. Identify student problems.

It is an effort to find solutions to problems experienced by students from things that are not yet known to students. As stated by (Sarlito, Adolescent Psychology, 2011: 228). And the research results show that problem identification is the first step taken by bk teachers in overcoming maladaptive behavior of students in schools (Sarlito, Adolescent Psychology, 2011: 228).

2. Give a reprimand and punishment.

It is an effort to give a warning so that students are deterred from repeating their actions and their legal nature is to educate and provide education and evaluation of the actions that students have committed violations. Likewise, the results of the research show that giving punishment to students will make the bk teacher's method more effective and provide a sense of deterrence and fear of repeating his actions (Aat Syaqi, Role of Education, 2008: 144).

3. Cooperation between teachers at school and parents.

It is an attempt by the bk teacher with other teachers who are at school and the parents of students to help find the best way to solve problems experienced by students. And the results of the study show that with the cooperation of parents able to foster a good atmosphere and have a positive effect on behavior children in school (Syamsu Yusuf, Psychology of child development, 2011: 125). Based on the theory and the findings, it can be interpreted that the Bk teacher's efforts in overcoming the maladaptive behavior of students at SMPN 14 Banjarmasin with several steps that have been taken, namely: identifying student problems, giving warning guidance or group guidance for its preventive nature, then giving punishment or group counseling which is problem alleviation, and

cooperation between teachers to make it easier to find data on students who have problems so that in handling student problems can be optimized.

CONCLUSION

Based on the explanation from the discussion above, there are several maladaptive behavior problems experienced by a teenager at SMPN 14 Banjarmasin school.

1. The form of maladaptive behavior of students at SMPN14 Banjarmasin based on the findings:

a. Truancy

Students are truant because the learning process is very boring and less interesting so that students are lazy to come to school.

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b. Making noise in class

Students make noise in the classroom because students want to get more attention from friends and teachers.

c. need a friend

Students insult friends with bad words because the perpetrator feels proud and is noticed by his classmates that his behavior makes many of his friends laugh at his behavior.

2. The factors that influence students' maladaptive behavior are based on the findings:

a. family factor

Family factors are explained by students who are raised in families whose parents are divorced and parents who are busy working.

b. community environmental factors

Environmental factors are where the student lives in the community, and here the researcher explains that a bad environment makes students follow the culture that exists in the community, causing maladaptive behavior.

c. school environmental factors

School environmental factors are the factors in which students carry out the learning process at school. As for the school there are teachers and other student friends in this study it is explained that students choose the wrong friends at school in interacting and socializing in the school environment, causing behavior that is against the rules in school.

3. The BK teacher's efforts in overcoming the maladaptive behavior of students at SMPN 14 Banjarmasin by:

a. identification of student problems.

b. collect data to see the background of students.

c. cooperation between teachers and student council in schools and parents to work hand in hand to solve student problems that exist at school and outside of school.

d. Providing guidance and counseling by way of giving warnings or points and punishments that are educational in nature and provide education and evaluation of the actions that students commit violations.

SUGGESTIONS

Based on the results of research at SMPN 14 Banjarmasin, in this case the researchers conveyed suggestions, namely:

1. For counseling guidance teachers

Given the large number of students who have problems, both personal, social and learning and the rules in their school. So the counseling guidance teacher is expected

1 to be more patient, careful and professional in helping, directing and dealing with problems faced by students.

2. For students

Students should be able to adapt well and always obey school rules and be good at getting along in choosing good friends in the school environment and society.

3. For parents

Parents should provide moral education, knowledge of religious values and life norms, guidance, supervision and full attention to children's development, especially since the transition period from the children's period to the adolescent period so that children can grow and develop independently and be able to adjust yourself with the environment.

4. For school

Schools must also play an active role in helping solve problems by providing guidance programs based on a good teaching and learning process for students so that students can understand their role as students in school.

5. For other researchers

It is hoped that the results of this study can help other researchers in developing more deeply the guidance and counseling programs in schools, especially junior high schools.

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