

ROLE OF TEACHERS B IMBINGAN AND KONSELING IN THE PROMOTION OF ACTIVITY EXTRACURRICULAR AT SMP NEGERI 7 BANJARMASIN

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INTRODUCTION

In this modern era, education is a field of learning for students, who are expected to be able to answer the challenges of changing times both in terms of cognitive, affective, and psychomotor, because education is an important problem in life. Not only is it very important, even the issue of education is in no way separated from life, be it the life of family, nation and state. For this reason, schools as formal learning institutions are required to be more innovative and sensitive to perThere are problems. The addition of learning facilities is not enough, more than that all is how to make our students love learning as an inseparable part of their lives. So improving the curriculum and education management is an activity that must be done, as well as other activities. activities outside school hours of study to support the vision of learning are important. According to Sholichah, (2018: 25) In terms of the definition of education, it means that guidance is carried out by someone (adults) to students, to provide teaching, moral improvement and intellectual training. Guidance to students can be carried out not only in formal education organized by the government, but the role of family and society can be a guiding institution that is able to foster understanding and knowledge. According to Lestari, (2016: 137) extracurricular activities are educational activities outside of subject hours and counseling services to help develop students according to their needs, potentials, talents, and interests through activities specifically organized by educators and / or educational staff who are capable and authorities at school. In addition, extracurricular activities are also a vehicle for coaching students that can be developed so that these students have a clear identity and morals. Therefore, schools must be able to manage and carry out extracurricular activities effectively and efficiently.

In other words, extracurricular activities require attention, especially from the management of educational institutions in order to develop the talents, interests and potentials of these students, because students are very important assets for the nation and state in the future. Extracurricular activities also require the role of the Guidance and Counseling teacher, which role we can see from various fields. According to Fadhlyda, R., Erlamsyah.,

& Daharnis. (2014: 5) The role of the Guidance and Counseling teacher in the planning field is to plan extracurricular activities by making an analysis, observation, selecting, completing, compiling and assessing the necessary tools that can improve quality extracurricular activities.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 (in Yarhamna, et al, 2019: 14) explains that extracurricular activities are extracurricular activities carried out by students outside of extracurricular learning hours, under the guidance and supervision of educational units. Optimally to support the achievement of educational goals. The role of the Guidance and Counseling teacher in the implementation of extracurricular activities is to carry out all extracurricular activities according to established procedures, so that activities can run well. The role of the Guidance and Counseling teacher in extracurricular activities is to participate in conducting assessments of the ongoing implementation of extracurricular activities. The results of observations on January 25, 2020, researchers found that in the field of Guidance and Counseling teachers were less enthusiastic or maximal, students who were less active and students who played in extracurricular activities in extracurricular coaching activities for the Youth Red Cross (PMR) activities. These activities are carried out every certain days and carried out after school lessons have been completed or after school. The Guidance and Counseling teacher in extracurricular activities plays an important role in providing material about the focus of the problem of the Youth Red Cross (PMR) activity , after giving the material the students are invited to carry out practice in the field according to the material provided and practice making stretchers to carry out rescue or evacuation. Thus, it is clear that those who work as Guidance and Counseling teachers are expected to be more capable, more skilled, more professional, and more responsive and always receive guidance in carrying out extracurricular activities in extracurricular activities.

It is strengthened by previous scientific research in a journal entitled Fadhlyda, R., Erlamsyah., & Daharnis. (2014) Extracurricular Activities in Junior High Schools with findings This was stated by most teachers that they

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always and often receive guidance in carrying out activities extracurricular activities at school. And to make this extracurricular activity more effective and efficient, it would be better if the role of the supervising teacher in extracurricular activities should also be improved. For this reason, researchers are interested in conducting research on efforts to play the role of bk teachers in developing extracurricular services, so it is necessary to conduct research with the title "The Role of Bk Teachers in Fostering Extracurricular Activities in Junior High School 7 Banjarmasin"

RESEARCH METHODS

The research method used qualitative, this research design used descriptive phenomenology. Phenomenology is the study of knowledge that comes from consciousness (*consciousness*), or the way a person understands objects and events by experiencing them consciously. Seeing objects or events through the perspective of the individual who experiences them. Littlejohn, (in Prianti, 2011: 2).

According to Hegel (in Prianti, 2011: 2) explains that phenomenology refers to knowledge that appears in consciousness, the knowledge that describes what a person receives, feels and knows in one's consciousness and experiences.

Phenomenology is an approach started by Edmund Husserl and developed by Martin Heidegger to understand or study the experience of human life. The general focus of this research is to examine or examine the *essence* or structure of experience into human consciousness. Tuffour (in Helaluddin, 2018: 7).

RESEARCH RESULT

The Role of BK Teachers in PMR Extracurricular Development at SMP Negeri 7 Banjarmasin

Interview result

Based on the results of in-depth interviews with informants, namely, counseling teachers, school principals, and 3 students, it was found that in extracurricular activities, counseling teachers have a significant role, direct guidance to their students, guidance and counseling teachers always check absences or and schedule activities to be carried out later. the next day. Guidance and counseling teachers spend a lot of time doing extracurricular development after school, in extracurricular activities the guidance and counseling teacher delivers material about first aid (classical) and supervises in field practical activities such as making stretchers.

Documentation Results

Based on the results of the documentation, the researchers found that Bk teachers do have a role in PMR extracurricular activities at SMP Negeri 7 Banjarmasin, this is evidenced by the presence of documentation in the form of absenteeism in extracurricular fostering, the number of PMR members, extracurricular activities .

Supporting factors in extracurricular activities at SMP Negeri 7 Banjarmasin

Interview Results Based on the results of in-depth interviews with informants, namely, counseling teachers,

school principals, and 3 students, it was found that in extracurricular activities, counseling teachers have significant supporting factors, supporting factors in extracurricular coaching in SMP7 both in the form of children themselves, parents teachers, school principals strongly support guidance and counseling teachers in carrying out extracurricular activities in the form of providing fees or licensing activities to be followed.

Documentation Results

Based on the results of the documentation, the researchers found that the supporting factors played a role in extracurricular activities of PMR at SMP Negeri 7 Banjarmasin. PMR extracurricular activities at school .

Inhibiting Factors in Extracurricular Activities at SMP Negeri 7 Banjarmasin Result of the interview

Based on the results of in-depth interviews with informants, namely, counseling teachers, school principals, and 3 students, it was found that in extracurricular activities there were several significant inhibiting factors, namely children joining in or just a name, not enough time, extracurricular activities that were not required, and time group practice there are group members who are not present and there are insufficient practice observations.

Documentation Results

Based on the results of the documentation, the researchers found that the inhibiting factors of the role in extracurricular activities of PMR at SMP Negeri 7 Banjarmasin, this is evidenced by the existence of documentation in the form of screen shots via WhatsApp, recording both in the form of Guidance and Counseling teachers, inhibiting factors in extracurricular development are usually in find, children who only follow or just follow the name and the material that is conveyed are not sufficient with the time given so that the students do not delve into the material, and are not obliged, depending on the students who need these students will be diligent and what school authorities students need. Documentation Results from the First Informant Guidance and Counseling Teacher

DISCUSSION

The Role of Bk Teachers in Coaching Extracurricular Activities

There are several roles of the bk teacher in extracurricular coaching, namely: The bk teacher always comes every time the extracurricular is done, supervises and monitors the bk teacher is always present in extracurricular activities every week, and always supervises every activity that is carried out and always monitors the activities taking place. Providing material then practicing The bk teacher provides material about extracurricular PMR and explains it, after explaining the material students immediately carry out field practice . The bk teacher must know the seven students who like to be invited to make students feel at home in these activities. The bk teacher plays an important role in extracurricular activities, therefore the coach must know his students. An interview from Umami Mulhayati S, Pd as an extracurricular coach at SMP 7 Banjarmasin, since 21 2003 she has been a teacher at SMP 7 Banjarmasin, according to

the opinion of guidance and counseling mothers must also be able to take part in extracurricular activities. bk teachers must know the goals of students who like to make students feel at home in these activities, the supervisor must also be able to educate students so that they can be responsible for what they do during teaching learning activities or extracurricular activities. The results of the interview with the Guidance and Counseling teacher in extracurricular coaching at SMP7 are the role of the Guidance and Counseling teacher to know the goals of students who like to be in PMR to make students feel at home in these activities, Allhamdulillah being the coach of PMR goes well and can produce according to the government and get 2nd place at the provincial level. In the field of activities, the role of teenage doctors, which is often carried out during activities, is that the BK teacher always monitors every activity that takes place, and the BK teacher always plays a role in providing material and checking the attendance of students once a month. Research that has been conducted by Maryam (2016) The results of the study show that the role of counseling teachers in improving student personality through student self-development has been carried out well. Like being a companion psychologically to students so that they are able to find their own identity, directing students by introducing self-concepts, motivating students in various ways and as role models for students in everyday life.

Supporting Factors in Developing Extracurricular Activities

There are several supporting factors for bk teachers in extracurricular coaching that are known by researchers, including: Children themselves, usually found students who have talents and abilities according to themselves so that they already have knowledge that helps them in extracurricular activities. parents, play an important role because without the support of parents students cannot do activities freely without parental consent. The principal of the school plays an important role in supporting the activities of all extracurriculars in schools. The results of interviews with school principals, principals are very supportive of extracurricular activities (PMR) can have an effect on student self-development, yes, (PHBS) the habit of living clean and healthy is part of the duties of PMR and building character and relationships with schools because junior high schools 7 are included in schools. In fact, the school that once represented Banjarmasin to become a healthy school for junior high school level is very important and it is related to PMR's extracurricular activities.

The PMR coach has attended seminars or training to increase extracurricular activities in this school, PMR coaches always attend seminars or training activities or collaborate with the Puskesmas, the sanitation service and hold formal meetings often even up to the handover of prizes at the provincial level to win national 2. The principal in supporting extracurricular activities is very supportive of the school for bk teachers in implementing extracurricular activities in the form of fees or regarding licensing. The impression and message of the principal's opinion about the bk teacher being an extracurricular coach is good, because the media is to get closer to the bk teacher to students. Research that has been carried out by Ernawati (2020) After the research was conducted, it was found that the role of the principal of SMPN 01 Bagan Sinembah, Rokan Hilir

Regency in the development of extracurricular activities was quite optimal, this can be seen from the respondent's answer to the questionnaire the author gave the cumulative percentage. 68.56%. The author gave the questionnaire to the teachers and student council administrators as many as 30 people with 15 question items.

Inhibiting Factors in Developing Extracurricular Activities

There are several inhibiting factors for the bk teacher in extracurricular development, namely: according to the extracurricular coach, the inhibiting factor in extracurricular coaching is usually found, children who just follow or just follow the name and also the material conveyed is insufficient with the time given so that it makes Students do not really understand the material, according to the principal, the inhibiting factor in extracurricular coaching is that which is not required, depending on the student who needs the student to be diligent and what school the student needs and, the school will open takfish and extracurricular forms according to Nugraha, 2019) The inhibiting factor in extracurricular coaching is finding late students. The calm problems of the trainer who are lacking in participation for students are students or children who take part in extracurricular activities or just a name, in extracurricular activities usually the material presented by the trainer does not run out, because the time in extracurricular activities is insufficient so that it seems rushed. hurry up, therefore students only catch a little bit about the material being conveyed, therefore the coach must be able to polish and repeat the material taught by the trainer at certain hours.

CLOSING Conclusion

Based on data that has been collected from the results of research that has been carried out, the following conclusions can be drawn:

1. The role of the bk teacher in extracurricular works well, the student response in the implementation is quite good. The role of the bk teacher must know the goals of students who like to make students feel at home in these activities, the PMR coach is running well and can produce according to the government and get 2nd place at the provincial level in the field of teenage doctor activities, a role that is often carried out during activities, namely the teacher always monitoring every activity that takes place, and the bk teacher always plays a role in providing material and checking student attendance once a month.
2. The supporting factors for the bk teacher in extracurricular coaching are in themselves, the data found that students have talents and abilities according to themselves so that they already have knowledge that helps them in extracurricular activities, parents play an important role because without the support of parents students cannot do free activities without parental consent. The principal plays an important role in supporting the activities of all extracurriculars in schools.
3. The inhibiting factor in extracurricular development is finding late students. The calm problems of the trainer who are lacking in

participation for students are students or children who take part in extracurricular activities or just a name, in extracurricular activities, the material presented by the trainer does not run out, because the time in extracurricular activities is insufficient so it seems rushed hurry up, therefore students only catch a little bit about the material being conveyed, therefore the coach can polish and repeat the material taught by the trainer at certain hours.

Suggestion

1. For Guidance And Counseling Teachers

Guidance and counseling to make it clearer in explaining the material and motivating students to take part in extracurricular activities, and to increase activities

2. For Students

Suggestions for students to be even more active in participating in other extracurricular activities. And if there are problems, consult the bk teacher.

3. For Researchers

Suggestions for researchers for further research must be considered and prepared what is needed in the research, so that when entering school it is difficult to know what explosives are doing

4. For Researchers

Suggestions for researchers for further research must be considered and prepared what is needed in research, so that when entering school it is difficult to know what explosives are doing

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