The Effort of Counseling Guidance Teacher in Overcoming Student Fights at SMPN 14 Pekanbaru

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Abstract. Schools not only teach various sciences, but also educate and direct student behavior from bad to better, so that it is hoped that students will have good character and achieve the goals of national education. The formulation of the problem in this study is how the counseling guidance teacher's efforts in overcoming student fights are reviewed from the standard of counseling guidance services at the secondary school level at SMPN 14 Pekanbaru in 2017. The type of research in this study is included in qualitative research with the aim of describing the actual situation that occurs at the research location through collecting, identifying, and analyzing data so that an answer to the problem is formulated. Key informants in this research are Principal of SMPN 14 Pekanbaru, BK Teacher of SMPN 14 Pekanbaru, while informants are Students who fight, Head of Osis, parents of students, Alumni of SMPN 14 Pekanbaru, community around SMPN 14 Pekanbaru, and School guards. In this study examines the situational crime prevention strategy theory approach. This research shows the lack of efforts made by the school in overcoming student fights where efforts are made only when after the fight occurs not before the fight occurs. Efforts made in the form of making a statement letter, summoning parents and saluting the flag in the field.

Keywords: School, Guidance Counseling, Students fights.

Abstrak. Sekolah tidak hanya mengajarkan berbagai ilmu pengetahuan, tetapi juga mendidik dan mengarahkan tingkah laku siswa dari yang kurang baik menjadi lebih baik, sehingga diharapkan siswa memiliki karakter yang baik dan tercapai tujuan pendidikan nasional. Adapun rumusan masalah dalam penelitian ini adalah bagaimanakah upaya guru bimbingan konseling dalam mengatasi perkelahian siswa ditinjau dari standar pelayanan bimbingan konseling pada tingkat sekolah menengah di SMPN 14 Pekanbaru tahun 2017. Adapun tipe penelitian dalam penelitian ini adalah termasuk kedalam penelitian kualitatif dengan tujuan menggambarkan keadaan yang sebenarnya terjadi di lokasi penelitian melalui pengumpulan, identifikasi, serta menganalisa data sehingga diperoleh suatu jawaban atas permasalahan yang dirumuskan. Key informan dalam penelitian ini adalah Kepala Sekolah SMPN 14 Pekanbaru, Guru BK SMPN 14 Pekanbaru, sedangkan informan adalah Siswa yang berkelahi, Ketua Osis, orang tua siswa, Alumni SMPN 14 Pekanbaru, masyarakat disekitar SMPN 14 Pekanbaru, dan penjaga Sekolah. Dalam penelitian ini mengkaji pendekatan teori strategi pencegahan kejahatan *situational crime prevention.* Penelitian ini menunjukan kurangnya upaya yang dilakukan oleh pihak sekolah dalam mengatasi perkelahian siswa dimana upaya yang dilakukan hanyalah ketika setelah terjadinya perkelahian bukan sebelum terjadinya perkelahian. Upaya yang dilakukan berupa membuat surat pernyataan, pemanggilan orang tua dan hormat ke bendera dilapangan. Harusnya sekolah mengurangi kesempatan bagi siswa supaya siswa tidak melakukan

perkelahian terutama pada situasi, tempat dan waktu tertentu yang sangat memungkinkan terjadinya pertikaian atau perdebatan yang berujung pada perkelahian karena dalam pendekatan *situational crime prevention,* tindakan pencegahan kejahatan dilakukan dengan cara membuat target menjadi kurang memiliki nilai serta meningkatkan resiko dan usaha untuk melakukan kejahatan.

Kata Kunci: Sekolah, Bimbingan Konseling, Perkelahian Siswa.

INTRODUCTION

Education is one of the basic needs in human life who thinks how to live the life of this world in order to maintain the life and livelihood of humans who carry out the task of the Creator to worship. Humans as creatures that are given advantages by God with a form of reason that other creatures of God do not have in their lives, that in order to manage their minds, a pattern of education is needed through a learning process. (Bafirman, 2016: 3).

Law Number 20 of 2003 concerning the National Education System, Article 1 point 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Process Standards are criteria for implementing learning in educational units to achieve Graduate Competency Standards. The Process Standards developed refer to Graduate Competency Standards and Content Standards that have been established in accordance with the provisions in Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards.

Social interaction at school, both in the classroom, in the school yard, on the sports field, and in the office involves many parties who have different and sometimes incompatible interests. When in class, students who are late or don't do homework cause conflict with the teacher which often includes emotional elements (anger) and conflict behaviors such as hitting. When on the sports field, students or groups of students from different classes fight over sports facilities at the same time. In the school cafeteria, the conclusion is between two or more students that tensions soon escalate, leading to fights. (Pangabean, 2015: 119).

One of the most serious problems of adolescents is juvenile delinquency or delinquency, and most of them are boys. Teenagers or children are inseparable from delinquency, so that is why it is necessary to educate children (Askarial, Rinaldi, & Buana, 2022). Deviant acts committed by adolescents are known as juvenile delinquency (Rinaldi, Afrizal, & Maulana, 2022). Delinquent adolescents are usually low achievers. Usually naughty teenagers are supported by the group. The causes of juvenile delinquency are generally complex causes, which means that one cause can lead to another. Researchers see many possible causes of juvenile delinquency, while sociologists argue that juvenile delinquency is an adjustment, namely a process that is learned to an unsuitable environmental situation or an unsupportive environment.

(Djiwandono, 2012:112).

Fighting in schools has been a concern for a long time because it can disrupt the learning environment, jeopardize student safety, and have long-term negative effects on the well-being of those involved. Dealing with and managing fights effectively is critical to fostering a positive and safe school climate. To see this fighting phenomenon, a spirited organization with Plan Indonesia and the University of Indonesia conducted a study on this fighting behavior, from the results of this study it was stated that forms of violence which included verbal, psychological and physical fights were reported by 66.1% of junior high school students and 67.9% of students SENIOR HIGH SCHOOL. Furthermore, violence among students at the junior high school level occurred in Yogyakarta (77.5%), Jakarta (61.1%) and Surabaya (59.8%) respectively. Most of the violence at the high school level occurred in Jakarta (72.7%), followed by Surabaya (67.2%) and lastly Yogyakarta (63.8%). Meanwhile, junior and senior high school students perceived that teachers most often had psychological fights (41.8%) and (47.8%). However, in junior high school teachers still often give corporal punishment (26.3%) than in high school (24.0%) (http://sejiwa.org).

Fighting in schools not only poses an immediate risk to students' physical safety but also has profound implications for their emotional and psychological well-being. Witnessing or being directly involved in a fight can cause increased stress, anxiety, and feelings of insecurity among students (Salmivalli, 2010). Additionally, fights can create an atmosphere of hostility that hinders the educational experience and contributes to decreased academic achievement (Zhang, Musu-Gillette, & Oudekerk, 2016).

To deal effectively with the problem of fighting in schools, prevention strategies play an important role. Creating a positive school climate that fosters respect, inclusivity and healthy relationships among students is fundamental (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Implementing evidence-based programs that promote social-emotional learning (SEL) can equip students with important skills such as self-regulation, empathy, and conflict resolution, thereby reducing the likelihood of arguments (Durlak et al., 2011).

The number of another violations that occur in the school environment such as wearing uniforms that are not in accordance with school rules, using cellphones during the learning process, arriving late, skipping school, fighting and so on shows that the level of teacher supervision of students is not optimal and the school is not strict about violations of the rules. school. In schools, not only guidance and counseling teachers or school order teams are tasked with supervising and handling or in matters relating to violations of school rules, but it is the duty of all teachers to be able to pay attention to, supervise, guide, and educate on matters related with the implementation of school rules. (Kurniawan, 2018: 6).

Pre-research data showed that the highest number of students who experienced fighting incidents was in class VII students. This situation occurs because class VII students are new students entering junior high school who do not know each other, so it is easy for misunderstandings to occur between students which will eventually lead to fights among students. Guidance is a process of providing assistance carried out by an expert or several individuals, both children, adolescents and adults so that the person being mentored can develop their own abilities and be independent by utilizing individual strengths and existing infrastructure facilities and can be developed based on norms. applicable. (Mursadi, 2003:18).

In general, it can be seen that the role of guidance and counseling services in education is in accordance with the urgency and position, so it plays a role as a support

for other educational activities in achieving the educational goals outlined in the Law of the Republic of Indonesia Number 2 of 1989 which was amended to become Law Number 20 of 2003 concerning National Education System. This role is manifested in the form of helping participants to develop religious competence, human competence, social competence, as well as assisting students in developing professional academic competence according to the field they are engaged in through guidance and counseling services. (Suardi, 2018:3). Counseling is a process of providing assistance that is carried out through counseling interviews by an expert to individuals who are experiencing a problem which leads to solving the problems faced by the client (Prayitno, et al, 2020).

Collaboration between parties related to guidance and counseling teachers is not random, but indeed these two parties have a close relationship in overcoming student delinquency. This can be seen from the duties of both parties. Related parties are responsible for the safety of citizens by providing motivation, coping and counseling, while the guidance and counseling teacher feels responsible for everything that happens to students, this is because one of the duties of the counseling teacher is to provide guidance to children, both which are preventive, preservative, corrective and accurate (Rosyid, 2010:22).

Initiating efforts that lead to the research in question, the author conducted an assessment through interviews with school personnel at SMPN 14 Pekanbaru on guidance and counseling teachers. The results of the initial survey carried out found general temporary phenomena, including: 1) Counseling came voluntarily to the counselor to tell about his friendship problems which often caused misunderstandings and caused them to often fight and not be reprimanded. 2) The fighting student has tried to train his verbal in conveying his opinion about his close friend, and he will try to improve his friendship so that fights and misunderstandings do not occur again. 3) The counselor will ask the students who are fighting every two weeks to see their friendship.

Schools play an important role in shaping the overall development and well-being of students. Along with academics, it is important to address the emotional and social problems that arise among students, including conflicts and fights. School counseling provides a structured and supportive environment for students to resolve conflicts, learn important communication skills, and promote a positive school climate. Based on the description above, the purpose of this study was to find out how the guidance and counseling teacher's efforts are in overcoming student fights in terms of guidance counseling service standards at the junior high school level at SMP Negeri 14 Pekanbaru.

METHOD

This research method is a qualitative method, namely the approach is a process of inquiry to understand social problems or human problems based on the creation of holistic images formed by words, reporting the views of informants in detail, and compiled with a scientific background about the guidance and counseling teacher's efforts in overcoming student fights at SMPN 14 Pekanbaru City. This type of research is a descriptive research type, which describes the actual situation of what was present at the time of the research by collecting data and classifying it so that an analysis of the problems encountered can be obtained. (Sugiyono, 2013:35).

This research was conducted at the research location. This research was conducted at SMPN 14 Pekanbaru in Limapuluh District. The reason is that there are students who get into fights and misbehavior as in the cases mentioned above so that these students often disturb school order in general in the environment where the school is located. This study uses primary data and secondary data from interviews, field

notes, and other materials which are then analyzed using qualitative data analysis. The key informants in this study were the Principal of SMPN 14 Pekanbaru, the Guidance Teacher at SMPN 14 Pekanbaru, while the informants were students who fought, Head of Osis, Parents of students, Alumni of SMPN 14 Pekanbaru, Communities around SMPN 14 Pekanbaru, School Guards. The following is a list of key informants and informants in this study:

Table 1. Key Informants and Informants

No.	Source	Key Informants	Informants
1	Principal SMPN 14 Pekanbaru	1	-
2	Counseling Teacher of SMPN 14 Pekanbaru	1	-
3	Fighting Students	-	3
4	Ketua OSIS	-	1
5	Parents	-	3
6	Alumni of SMPN 14 Pekanbaru	-	2
7	Community around SMPN 14 Pekanbaru	-	1
8	School Guard	-	1
	Total	2	11

Source : Author Modification, 2022

RESULT AND DISCUSSION

Result

The results obtained in this study are:

1. Counseling teacher's efforts in dealing with fights, namely by giving a warning to children who are fighting and then also calling parents as well as advising students who are fighting so they don't fight again or don't repeat their mistakes again.
2. The strategy carried out by the Guidance Counseling (BK) teacher at SMPN 14 Pekanbaru is by designing security. The security design referred to by the counseling teacher is by changing the pattern of life or patterns of association of students at school and also from the school side also focusing on certain situations that have the potential to support repeated fights

Discussion

Analysis of preventing fights between students through situational crime prevention, Social Crime prevention, and Community Based Revention, as a form of Counseling Guidance Teachers' Efforts in Overcoming Student Fighting at SMPN 14 Pekanbaru City. Reviewing this approach, the theory of situational crime prevention strategies, schools should reduce opportunities for students so that students do not fight, especially in certain situations, places and times that are very likely to occur disputes or debates that lead to fights because in a situational crime prevention approach to prevent crime by

making the target less valuable and increasing the risk and effort to commit the crime. Thus a crime deterrent, in this case, namely the counseling teacher, must understand the rational thoughts of students who fight. Even though situational crime prevention has several indicators such as giving prevention to specific forms of crime, the SMPN 14 Pekanbaru, especially the counseling teacher, basically has to make a step forward by focusing on forming a positive mindset where this mindset is more directed at the disadvantages that students get. if there is a fight and SMPN 14 Pekanbaru City should be able to accommodate all forms of opportunities for opportunities that can harm students.

Then SMPN 14 Pekanbaru City must start thinking that it is difficult to make crimes such as fights happen. So, as Clarke and Sanusi (2019: 140) focus, the situational crime prevention approach seeks simple ways to reduce crime through three general steps, namely creating a security design. Organizing effective procedures, namely through a series of planning efforts and using management principles, and finally developing safe products, namely creating products that are difficult to steal or misuse.

While studying crime prevention in Social Crime prevention basically tries to take an approach that tries to prevent. crime by changing the pattern of social life that committing a crime is self-defeating. Through this approach, basically the issuance of regulations or government intervention to prevent crime. Through the interviews that the authors conducted with key informants, namely the counseling teacher, it was explained that regulations exist, are carried out by schools and there is a lack of government interference. In the study of Social Crime Prevention, the efforts made were correct, but this approach was taken after a crime or fight occurred between students by the school.

1. Whereas in Community-Based Crime Revention this strategy has a prevention approach in the form of operations in the community by actively involving the community in collaboration with local government agencies to deal with problems that contribute to the occurrence of crime. Schools basically have to try to partner with residents or local residents to help avoid unwanted things from happening, but this is not optimally done by the school.
2. This research will use the theory of Situational crime prevention strategies or crime prevention strategies at a certain time, basically it emphasizes more on how to reduce opportunities for perpetrators to commit crimes, especially in certain situations, places and times.

This approach has three indicators to determine its definition, namely:
1. Involves the management, design or manipulation of the surrounding environment in a systematic way.
2. Making crime a difficult thing to happen, conditioning that the crime committed will be less profitable for the perpetrator. (Sanusi & Dianasari, 2019)
3. Situational crime prevention is basically looking for simple ways to reduce crime through three general steps:
   a. Create a security design
   b. Organizing effective procedures, namely through a series of planning efforts and the use of management principles
   c. Developing safe products, namely creating products that are hard to steal or misuse. (Sanusi & Dianasari, 2019)

Social crime prevention, is an approach that seeks to prevent crime by changing the pattern of social life rather than the physical form of the environment. Prevention of crime with this approach requires intervention from the government which formulates policies and provides facilities (tools) for the community in an effort to reduce criminal behavior, by changing the social conditions of society, patterns of behavior, and values or disciplines that exist in society.

This social approach emphasizes more on how to eradicate the root causes of crime. The target of counseling conducted by policy makers is the general public and perpetrators who have the potential to commit crimes. This approach has long-term results, but it is difficult to get instant results because it requires a change in the social pattern of society as a whole.

Community-based crime prevention, is prevention in the form of operations within the community by actively involving the community in collaboration with local government agencies to deal with problems that contribute to the occurrence of crime, delinquency and disruption to society. Community members are encouraged to play a key role in finding solutions to crimes. This can be achieved by improving the capacity of community members, carrying out collective prevention, and applying informal social controls. Community-based crime prevention can include:
a. Community policing, namely a policy approach that promotes and supports strategies to address crime problems through police partnerships with communities.
b. Neighborhood Watch, which is a community orientation strategy, in which groups in society regulate, prevent, and report crimes that occur in their environment.
c. Implementation of programs such as Comprehensive Communities, which combine several approaches to respond to problems in the community.
d. Specific law enforcement activities related to crime.

By analyzing the Counseling Teacher's Efforts in Overcoming Student Fighting at SMPN 14 Pekanbaru City. Basically, it is a discussion that describes the phenomenon of fights that can happen to any student. Effort has more to do with expectations than actual behavior, and it is more normative than descriptive. From a sociological point of view, the concept of a game of effort is also known, which operates at a pre-conscious, automatic, passive, stable level, and in accordance with the consensus of the social system. (Liliweri, 2007: 82). Efforts made by the school are a practical way to prevent fights between students where there are schools, students and parents of students who work together. According to Johnson and Johnson (2013), teaching conflict resolution skills in schools leads to increased problem solving abilities and reduced aggressive behavior among students.

Parents are the most important people providing guidance to children (Rinaldi & Askarial, 2022). Broadly speaking, the results of interviews with the school, students, parents, and the community describe the efforts made to overcome the recurrence of fights, but it is a little unfortunate that the efforts made before the occurrence of fights can be said to be less than optimal.

The school is of the opinion that the efforts they have made are sufficient and have carried out their responsibilities. From the parents' side, two out of three parents of students who fought considered that the efforts of the school belonged to the lack of attention and concern for the school in tackling fights between students and felt that the school was not fulfilling its responsibilities and assessing the formation of student behavior was borne by parents to more extra guiding, educating, supervising and advising him at home.

CONCLUSION

Fighting in schools has been a concern for a long time because it can disrupt the learning environment, jeopardize student safety, and have long-term negative effects on the well-being of those involved. Dealing with and managing fights effectively is critical to fostering a positive and safe school climate. Guidance is a process of providing assistance carried out by an expert or several individuals, both children, adolescents and adults so that the person being mentored can develop their own abilities and be independent by utilizing individual strengths and existing infrastructure facilities and can be developed based on norms. Pre-research data showed that the highest number of students who experienced fighting incidents was in class VII students. This situation occurs because class VII students are new students entering junior high school who do not know each other, so it is easy for misunderstandings to occur between students which will eventually lead to fights among students

In theory, the school's crime prevention strategy is only the Social Crime Prevention approach and does not use the Situational Crime Prevention and Community-Based Crime Revention approaches. Through Social Crime prevention basically regulations are issued, but implementation is not optimal. Guidance counseling teachers don't do enough prevention efforts from an early age and don't instill in students that fighting is not good and can harm themselves and others. Counseling guidance teachers need collaboration with parents, principals, vice principals, subject teachers and including the surrounding school community to provide good supervision. The guidance counseling program that is suitable for prevent fights is not yet optimal.

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