

The Classroom Teachers Role in Implementing Guidance and Counseling for Children with Aggressive Behavior

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Abstract. The class teacher is a teacher in a school who has the task of teaching various subjects. In addition to their duties in providing learning, class teachers also have responsibilities that must be carried out, namely, carrying out guidance and counselling. This study aims to describe the classroom teacher's role in implementing guidance and counselling for mentally disabled children who behave aggressively at a private Special School (SLB) in Sumedang, West Java, Indonesia. This study is a descriptive qualitative research. The subjects in this study were 4 class teachers and 2 parents of students with mental retardation who behaved aggressively. Data collection techniques in this study include observation techniques, interviews and documentation. Data analysis techniques in this study used qualitative data analysis, which consisted of data collection, data reduction, data presentation, and conclusion. The results of this study indicate three role of class teacher in implementing guidance and counselling for mentally disabled children who behave aggressively, namely as an informant, namely providing information related to learning, guidance and counselling as well as the values of life that apply in the social environment; as a facilitator namely facilitating student needs such as understanding student learning skills, providing actions that are following students' interests and talents, facilitating learning facilities and infrastructure; and as a mediator, namely being an intermediary in overcoming learning difficulties and student development problems.

Keywords: Aggressive Behavior Children, Classroom Teacher, Guidance and Counseling, Special Need Education

Abstrak. Guru kelas adalah seorang guru di suatu sekolah yang mempunyai tugas mengajar berbagai mata pelajaran. Selain tugasnya dalam memberikan pembelajaran, guru kelas juga mempunyai tanggung jawab yang harus dilaksanakan yaitu melaksanakan bimbingan dan konseling. Penelitian ini bertujuan untuk mendeskripsikan peran guru kelas dalam pelaksanaan bimbingan dan konseling pada anak tunagrahita yang berperilaku agresif di Sekolah Luar Biasa (SLB) swasta di Sumedang, Jawa Barat, Indonesia. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek dalam penelitian ini adalah 4 orang guru kelas dan 2 orang orang tua siswa tunagrahita yang berperilaku agresif. Teknik pengumpulan data dalam penelitian ini meliputi teknik observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian ini menggunakan analisis data kualitatif yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan tiga peran guru kelas dalam melaksanakan bimbingan dan konseling bagi anak tunagrahita yang berperilaku agresif yaitu sebagai informan yaitu memberikan informasi terkait pembelajaran, bimbingan dan konseling serta nilai-nilai kehidupan yang berlaku di lingkungan sosial; sebagai fasilitator yaitu memfasilitasi kebutuhan siswa seperti memahami keterampilan belajar siswa, memberikan tindakan yang sesuai dengan minat dan bakat siswa, memfasilitasi sarana dan prasarana pembelajaran; dan sebagai mediator yaitu menjadi perantara dalam mengatasi kesulitan belajar dan masalah perkembangan siswa.

Kata kunci: Bimbingan dan Konseling, Peran guru kelas, Perilaku Agresif, Tunagrahita

INTRODUCTION

Education is a process to change a person's or group's attitude and behavior in the self-maturity stage. Article 1 paragraph (1) of Law Number 20 of 2003 concerning the National Education System explains that one of the definitions of education is a planned effort to create a comfortable learning process so that students can play an active role and can develop their potential so that he

has religious, spiritual abilities, can act wisely, has a good personality, and has the skills needed for himself, the surrounding community, the nation and the state (Mayasari, 2019).

To prepare students to have the provisions to live in society, the teacher has the duty and responsibility to train students' skills. Tohirin (2015) argues that teachers' primary duties and responsibilities as educators are to educate and teach; besides that, teachers help students reach maturity. Regulation of the Functional Positions of Teachers and Their Credit Scores in Indonesia that stipulates that apart from the primary duties of a class teacher as a teacher, other responsibilities must be carried out by the teacher, namely carrying out guidance and counselling in schools. This responsibility is in the form of preparing guidance and counselling programs, implementing guidance and counselling programs, implementing guidance and following up on counselling programs for students. Based on this, the task of the class teacher, besides providing learning, is to provide guidance and counselling services to students in order to optimize student development. This is done because the class teacher is an educator and a mentor who accompanies students daily during the learning process.

Formal educational institutions can provide services to children with special needs, namely Special Schools (SLB). As an educational institution, special schools have many elements that aim to achieve educational goals. Therefore Special Schools are special educational institutions that organize educational programs for children with special needs (Pramartha, 2015). Every human being is created with uniqueness and different characteristics. Each child is born with strengths and weaknesses. Children are encouraged to be allowed to be creative and imaginative so that children can grow and develop optimally. Every citizen has the right to get a proper education regardless of their shortcomings. As expressed (Mayasari, 2019), persons with disabilities need guidance to grow and develop in society. Education for children with disabilities is called education for children with special needs. One of the children with special needs who have the right to obtain special education services is mentally disabled children.

Children with mental retardation are one type of children with special needs with several obstacles, both in physical, mental, social and psychological functioning. The IQ intelligence level of mentally disabled children is below average; this can impact their emotional and social development. The low level of intelligence in mentally disabled children causes difficulties in abstract thinking (Asyifa, 2017). In line with what was expressed by Switri (2020), mentally disabled children, namely children with intellectual abilities below average and weak thinking abilities and limitations in social interaction—have low self-adjustment of mentally disabled children during the development process. Hence, they require specific assistance or services. Special education services for mentally disabled children are called SLB-C or commonly referred to as special schools for people with mental disabilities. This statement is in line with the National Education System, which stipulates that every citizen who has physical, mental, emotional, intellectual and social disabilities has the right to receive special education to grow and develop. Children with special needs need guidance and direction from teachers and parents.

Mental retardation is the focus of research because, in the process of development, mentally retarded children experience various obstacles, including intellectual barriers, which cause frustration and can result in delays in emotional development. In line with this statement (Lisinus & Sembiring, 2020) states that the emotions that occur in mentally disabled children are often unstable and can even explode because they are out of control. Often people around them become victims because the emotions of mentally disabled children are difficult to control. In several cases, mentally disabled children behave aggressively, which can cause difficulties socializing with people around them.

The lack of ability to manage emotions in mentally disabled children will cause behavioral problems. One of the behavioral problems that arise is aggressive behavior. Aggression is a form of behavior, both physical and verbal, that is carried out intentionally and aims to hurt and harm the object that is being targeted (Myers & Twenge, 2018). Aggressive behavior is also divided into two types: aggression with hatred or emotional aggression and instrumental aggression. This

instrumental aggression includes battles to defend oneself, attacks on others, and actions to show strength (Syarif, 2017).

Aggressive behavior in mentally disabled children arises due to several factors, which can come from external factors and internal factors. External factors come from the environment around the subject; when the subject pays attention to the behavior of a friend, which according to the issue, is inappropriate, the subject can do things that can hurt his friend. An example can be when a friend is holding the subject's book, so the subject immediately gets angry at his friend who is having the subject's book by hitting and kicking him. At the same time, internal factors are caused because the topic feels frustrated and emotional (Asyifa, 2017). It can be concluded from several factors that cause someone to behave aggressively, namely due to behavioral models, frustration and emotions. Several things can cause anger, namely attacks that can generate emotions, frustration within a person, and an urge to take revenge or retaliate against others (Supriyanto, 2017).

The prevalence survey shows that aggressive behavior is between 35% to 38.2% in institutions, 9.7% in families and 17% in society (Zulfah & Mahmudah, 2019). RISKESDAS (2013) also reinforces this data, which states that the number of persons with disabilities in Indonesia is 8.3% of the total population. The results of the National Socio-Economic Survey (SUSENAS) conducted by the Central Bureau of Statistics (BPS) in 2012 show that there are around 402,817 mentally disabled people in Indonesia (Susanti & Harningtyas, 2019).

Mentally disabled children who have aggressive behavior need guidance and counselling services. The classroom teacher's role in implementing guidance and counselling aims to educate and guide mentally disabled children at the special school. It will affect the quality of students and impact the development of mentally disabled children. The limitation of the problem in this study is the role of the class teacher as an informant, facilitator and mediator.

Relevant research as a reference by researchers was conducted in 2017. From the results of this study, it can be seen that children with mental retardation can carry out behaviors that can harm themselves and others; this behavior is called aggressive behavior. Aggressive behavior can be done verbally or nonverbally. Aggressive behavior in the form of verbal that mentally disabled children carry out is trying to be the centre of attention by shouting in front of the teacher or front of the people around them, saying impolitely, cheering on something that doesn't need to be cheered on. Meanwhile, aggressive nonverbal behavior is carried out by mentally disabled children both at school and home, namely hitting and banging on school desks (Asyifa, 2017).

As for research conducted at the Gedangan State SLB Sidoarjo, mentally disabled children experience obstacles in intellectual and emotional instability. Barriers in the scholarly field are marked by delays in doing assignments and late understanding of the learning material provided by the teacher. Barriers to regulating emotions experienced by mentally disabled children are characterized by unstable emotions and difficulties controlling their behavior. Circumstances like this make mentally disabled children often shunned by friends and not considered and even ostracized by other people around them. As a result, mentally disabled children are less involved in social activities and refuse to interact with residents (Zulfah & Mahmudah, 2019).

Based on the explanation above, the researcher wants to clarify the focus of the research, which is the role of the class teacher as an informant, facilitator and mediator in the implementation of counselling on mentally retarded children who behave aggressively at a private Special School in Sumedang, West Java. This research is critical at that special school because based on the basic data this special school is the only foundation school for children with special needs in that regency. In addition, based on the results of interviews with the school principal, the attached data shows that most students there are mentally disabled children who behave aggressively, which can hinder social interaction at home and at school.

Based on the results of interviews conducted with class teachers who teach mentally disabled children, aggressive behavior possessed by mentally disabled children is uncontrollable, such as pulling a friend's hair when he feels annoyed, spitting on friends and teachers on purpose,

hitting a friend's body. Seeing this phenomenon, class teachers need to provide guidance and counselling services. The guidance and counselling skills of the class teacher applies include attending, listening, asking open and closed questions, empathy, providing support, clarifying, and paraphrasing. Class teachers experience obstacles in providing guidance and counselling services because class teachers do not have in-depth knowledge about guidance and counselling; knowledge is obtained through courses, training and reading books on guidance and counseling.

The target of this research is children with special needs category of mentally disabled children. Overall, this research aimed to find out and describe the role of class teachers as informants, facilitators, and mediators in implementing counselling for mentally disabled children who behave aggressively at a special school in Sumedang, West Java.

METHOD

This research uses a qualitative method with a descriptive approach. The qualitative method was chosen because this research aims to understand the phenomenon in depth and comprehensively, especially related to the role of teachers in guidance and counseling for mentally disabled children who behave aggressively. As expressed by Sugiyono (2019), qualitative methods serve to examine natural object conditions without manipulation from researchers. The researcher acts as the main instrument in data collection and analysis. The research was conducted during the 2020/2021 school year, from November 2020 to July 2021, at a special school in Sumedang, West Java. This school was chosen because it is the only school for children with special needs in that region and has an important role in inclusive education. The subjects of this study consisted of three class teachers who teach children with disabilities, namely Mrs. Uun, Mrs. Encum, and Mrs. Akmal.

Data collection was carried out using several main techniques through direct observation, researchers observed various activities at school, including facilities and infrastructure available, as well as teacher interactions with students during the teaching and learning process. This observation provides a direct picture of the role of teachers and school support in supporting students' learning needs. In addition, researchers conducted in-depth interviews with teachers to obtain more detailed information. This interview focused on the communication and counseling strategies used by teachers in dealing with children with disabilities with aggressive behavior. Some of the questions in the interview included how to build communication with aggressive children, learning methods chosen, and counseling techniques applied to help students develop positive behavior. Interviews were conducted directly with the support of a recording device to ensure all information was well documented.

The data collected was then analyzed using the Miles and Huberman model (Sugiyono, 2019), which involved several stages. In the first stage, data reduction was conducted, where researchers selected data that was relevant to the focus of the research and discarded unnecessary information. After that, the selected data was presented systematically in narrative form to facilitate further analysis. Finally, the researcher drew conclusions and verified the data to ensure consistent and accurate results. To ensure the validity of the data, researchers used source and technique triangulation techniques. Data from various teachers were verified to ensure consistency, and information obtained through interviews was supported by observations. This triangulation technique helps increase the credibility of the findings so that the results of the study can be scientifically accounted for. By using this approach, this study managed to explore in depth the role of teachers in providing guidance and counseling to mentally disabled children with aggressive behavior, as well as the challenges they face in carrying out this task.

FINDINGS

The Role of the Classroom Teacher as an Informer

The role of the class teacher as an informator is to provide information related to learning needed by students so that class teachers must build good communication. Children with disabilities have unstable emotions that can lead to aggressive behavior coupled with low intellectual abilities that can hinder the way they communicate and have difficulty distinguishing good and bad words. The role of the class teacher during the implementation of learning is very important, especially in creating a conducive classroom atmosphere. A conducive classroom atmosphere will make it comfortable when the learning process takes place.

As said by Mrs Uun (*pseudonym*), a class teacher who teaches mentally disabled children, mentally disabled children whose emotions tend to be aggressive cannot be controlled. They must be told carefully and gently so their children do not rebel. The classroom teacher's role during the implementation of learning is very important, especially in creating a conducive classroom atmosphere. A conducive classroom atmosphere will make you comfortable during the learning process.

*"You have to build good interaction and communication first, as much as possible, to create comfort when your child feels comfortable; God willing, his learning will also be smooth." Mrs. Cicih (*pseudonym*)*

Furthermore, Mrs Cicih said that the effort that must be made by the class teacher when the child has difficulty understanding the subject matter is to provide positive reinforcement in the form of motivation, praise, and appreciation. Apart from that, it is also necessary to use aids and visual aids to facilitate the learning process; this aims so that children can touch, see and hear as well as connect with the concepts being studied, such as letters, numbers and symbols.

The learning method used by the class teacher will determine the smoothness and comfort of students in learning. Monotonous learning methods will make students easily bored and lazy to learn. Therefore, classroom teachers must apply various learning methods to attract students' interest and attractiveness so students can use multiple learning methods. If you only use books and stationery, it will make students feel lazy and bored, as stated by Mrs Akmal (*pseudonym*). Then it was explained by Mrs Encum (*pseudonym*) that the implementation of learning does not only use one method but uses visual aids as an addition because the IQ of mentally disabled children is below average, and tends to have difficulty understanding the material taught by the teacher. For example, in introducing animals' names and shapes, mothers bring wall stickers with pictures of animals. Children can see directly from this media and find out what the original form is like.

When the learning process is, of course, the teacher must interact with students and try to create good relationships. Interaction with mentally disabled children is different from normal children in general because they have to go through special handling, as Mrs Uun. Class teachers are always helpful in directing students' interests and talents so that they can develop optimally and be creative according to their favourite fields. Mrs Cicih said that using individual learning patterns enables teachers to teach and guide mentally disabled children equally and according to their abilities. Apart from that, at that special school, the teacher provides learning skills such as sewing, drawing, and cooking so children can develop their interests and talents. Even with their low physical condition and intellectual abilities, they can live independently without the help of others. Likewise, what was expressed by Mrs Akmal is that mentally disabled child have more abilities in other non-academic fields even though they have limited physical conditions and intellectual abilities. The class teacher directs the hobbies that every mentally disabled child has; then, the child is required to take part in extracurricular activities according to their potential. As stated by Mrs Uun that to develop children's potential, the teacher looks at the child's abilities first and then asks

about hobbies because there are extracurriculars. So the teacher directs children to develop their potential through extracurricular activities according to their talents.

The role of the class teacher as another informant is to provide information to mentally disabled children about how to behave politely with teachers, parents and peers. Mrs Cicih explained that the definition of norms was first described, and then the mother mentioned several norms that had to be obeyed. For example, like the norms that apply in schools, there are school rules for observing teachers and doing school work. In contrast, social norms, such as mutual respect between friends and the local community, apply in the social environment. Mrs Akmal added to instil the prevailing norms are carried out using the habituation method, including inculcating morals, such as obeying elders, respecting others, praying before carrying out activities and disposing of trash in its place.

In addition to providing information related to learning science, class teachers also provide information services regarding guidance and counselling. This is intended so that students know the meaning of guidance and counselling and know the scope of guidance and counseling so that if in the future students experience problems, they can find solutions to the issues they experience. As stated by Ms Akmal, the class teacher who carries out guidance and counseling services, students need to be provided with information about guidance and counseling. The aim is to introduce the scope of guidance and counseling, overcome learning and developmental barriers or problems they face, help prepare mental development, and help students achieve independence.

The Role of the Classroom Teacher as a Facilitator

As a facilitator, the class teacher facilitates students' needs by understanding the learning styles mastered by each student so that the class teacher can provide actions according to his abilities. As stated by Mrs Akmal, to know children's learning styles, the teacher uses several media types to see each child's learning style. Each child has a different learning style; some are lazy to write and want to listen to the teacher explain the material using media, and some like to see visual media. After knowing each child's learning style, the teacher will adjust the material delivery using that media.

Class teachers need to observe students to discover their learning needs so as not to give incorrect handling. Class teachers make efforts to make it easier for students to digest lessons and be able to understand the material taught by the teacher. As stated by Mrs Encum, the teacher makes detailed observations of each child, then observes the child to understand and discover the student's learning style. From there, it will be found that children are likelier to like their learning style. She also added to finding out each student's learning styles through observation. Each student's learning style is, of course, different. As stated by Mrs Cicih, students at that special school have a visual learning style, an auditory learning style and a kinesthetic learning style.

Learning styles can affect student learning outcomes. Therefore, class teachers continue to develop the potential of students according to their learning styles. As stated by Mrs Uun that children who like to write are usually assigned to practice simple writing. If children like to count, they are typically given essential math practice questions. Children who like to draw or color are given a drawing book and colored pencils. It is intended that children have skills in fields according to their abilities. However, it is different from what was conveyed by Mrs Encum to provide actions that are in accordance with the child's abilities by looking at learning outcomes. He first looks at the child's ability to do assignments and other learning, then always encourages so that the child does not only focus on one area.

Mentally disabled children tend to find it difficult to accept and apply lessons. Therefore, the teacher's role as a facilitator is to facilitate the learning process of mentally disabled children by providing a stimulus to make students communicate in response to lessons. As stated by Mrs Cicih that to improve two-way communication, namely the question and answer method. One by one, they were asked whether the child had understood the material that had been delivered. Apart from that, they usually always stimulate children by using several ways so that children can be enthusiastic and actively involved. Teachers also facilitate facilities and infrastructure that support learning. Mrs

Akmal expressed that all existing school facilities are maximized in the learning process. When children get bored with studying in class, they are usually asked to learn outside the classroom. There is also a prayer room facility, usually for children like Duha and midday prayers at school; a library is also provided to increase interest in reading.

The teacher creates comfort when learning in class with existing facilities and infrastructure. As stated by Mrs Cicih, the facilities at this school, such as visiting the library, are used to find a different learning atmosphere and increase children's interest in reading. In addition, the class teacher provides facilities in the classroom, such as a school order board to introduce rules that every student must obey.

"...every class must have a school order board installed, the goal is so that children can know the norms that apply at school and can comply with the rules that the school has implemented". Mrs Uun

The Role of the Classroom Teacher as a Mediator

The role of the class teacher as a mediator means that the class teacher becomes the intermediary in the student learning process. Efforts made by the classroom teacher so that students do not feel bored by using several learning media. As stated by Mrs Uun that when carrying out the learning process, the teacher does not only use one media but uses different media to attract children's attention, such as visual media and the physical form of the material being taught, such as fruits in the form of toys, this will make it easier for children to digest the material. Mrs Cicih added that it is necessary to use various learning methods because, with multiple learning methods, the teacher does not only apply one method in the learning and learning process. So, different learning methods are expected to make the learning process more effective.

Class teachers become mediators in directing students' interests and talents to achieve optimal learning outcomes; as stated by Ms Akmal that this special school also emphasizes student skills. The skills taught at this special school range from coloring skills to drawing, sewing, and others. Of the various skills provided, students are free to pursue what skills according to their talents and interests.

The role of the class teacher as a mediator in implementing guidance and counseling is, of course, to become an intermediary in solving student problems and providing services so students can develop their potential optimally. As stated by Mrs Uun, group guidance is usually held to help children optimally create the potential that exists in children according to their disorders, obstacles, and disorders. This group guidance is used to solve problems faced by several students. The services provided to students are in the form of guidance and counselling. Mrs Cicih stated that advice is often held, but the time is not scheduled. If something must be conveyed to evaluate student learning, group guidance will be carried out. At the same time, counselling is implemented if there are students who have problems both learning problems, behavior, grades, and absenteeism. The counselling process involves approaching the child for counselling in the room and then starting to dig into the issue with gentle chatter; the goal is for the child to be able to answer according to the actual situation.

Class teachers must provide counselling services in dealing with aggressive behavior in mentally disabled children. Each carrying out counselling services, of course, uses counselling skills. Mrs Uun revealed that the counselling skills used must be attending so that children feel safe and make it easier to express their problems. Second, are empathy skills, which must feel what the child feels to feel valued, as well as reflection, exploration, paraphrasing, and questioning skills. Almost all skills are used to get information as clearly as possible. Because of their limited intellectual abilities, mentally disabled children are difficult to talk to seriously, so try to make them comfortable first; asking questions should be in soft words, not judgmental, and as relaxed as possible, as it should be in a normal conversation.

Implementing guidance and counseling aims to solve problems that occur in mentally disabled children who behave aggressively. Therefore, class teachers need to take special care. As expressed by Mrs Cicih, the class teacher who teaches mentally disabled children who behave

aggressively, that method is carried out by keeping children away from an environment that rejects the presence of children. For example, normal peers like to tease or bully. This can cause children to have the mindset that they are not needed in that environment, which can lead to aggressive behavior. Mrs Akmal also said that one of the efforts to prevent aggressive behavior is to keep away and not show negative behavior in front of children because children will follow the example. In addition, it also keeps children away from environments that deny their existence, such as playing with friends who like to make fun of them because this can increase their emotions.

According to Mrs Encum, the way the class teacher carries out counselling services effectively is to do it in stages so that problems can be explored. Even though they are not guidance and counseling teachers, they still need to provide guidance and counselling so that children know what is right and what is wrong so that they can achieve optimal development. Class teachers must consider their duties and responsibilities in implementing counselling services. Mrs Uun revealed that the mother's duties and responsibilities are to be a problem-solver for children who have problems, always guide children to achieve optimal development, and encourage children to be more active in learning. Even though he is not a class teacher, he is still required to conduct guidance and counselling at the special school.

When carrying out counselling services, of course, there are difficulties that the class teacher must pass. Mrs Encum stated that the problems stemmed from a communication perspective, which was different from normal children in general. Aggressive, mentally disabled children need special handling and cannot tell much immediately. This is where the role of the teacher must be actively involved in exploring problems because the child does not necessarily answer every question. In terms of behavior, mentally disabled children who are aggressive certainly can't be silent; they can always do something. Obstacles related to the class teacher's responsibilities in implementing guidance and counseling are a challenge that must be faced to achieve optimal results. As stated by Mrs Cicih, obstacles when applying counselling skills to mentally disabled children who are aggressive are not optimal because they have limitations in communication, behavior and mindset.

DISCUSSION

Analysis of the Role of the Classroom Teacher as an Informer in the Implementation of guidance and counseling on Aggressive Children with Mental Disorders

The class teacher has a dual role, namely as a person who imparts knowledge to students and as a guide and counselling executor (Muhammed & Imam, 2020). Achieving success in learning, of course, requires the part of the teacher. The role of the class teacher in the implementation of counselling includes being an informant, namely providing information related to learning needed by students, such as knowledge, information on guidance and counselling services and various other matters related to guidance and counselling (Setiyowati & Nuryanto, 2022). So that if in the future students experience problems, they can find solutions to the issues they encounter.

In this role, the class teacher is expected to communicate well and provide information related to science and guidance and counselling. Mentally disabled children have unstable emotions that can lead to aggressive behavior. Intellectual abilities in children with low mental retardation can also hinder communication and make distinguishing between good and bad words difficult (Pratt & Greydanus, 2007). Seeing this phenomenon, the special school class teacher provides education to mentally disabled children regarding good deeds that may be done by children as well as wrong actions that children must avoid.

Referring to the role of the class teacher as an informant, the class teacher must provide information related to learning to children to shape children's character education to improve it. The aggressive behavior of mentally disabled children makes it difficult for children to focus on lessons (Wahsheh, 2019). The special school teacher applies aggressive learning media for mentally

disabled children so that children can learn even better. Learning media aims as a process of channelling messages to students to facilitate the learning process. The media used for the needs of mentally disabled children at the special school is visual media, such as providing supportive images (Marsyaelina et al., 2022).

The special school class teacher provides a stimulus to students so that they are actively involved in the learning process and can create a conducive class. Children with mental retardation significantly have intelligence below the average child and are accompanied by obstacles in adjusting to their surroundings. Children with mental retardation have delays in all fields and a short memory span, especially in academics (Henry & Winfield, 2010). His behavior that cannot be silent will also hinder the learning process. Therefore, the special school class teacher must invite children to pay close attention to the lesson.

Analysis of the Classroom Teacher's Role as a Facilitator in the Implementation of guidance and counseling on Children with Aggressive Behavior

The next role of the special school class teacher is as a facilitator; in this role, the class teacher facilitates the needs of students, such as understanding the learning styles mastered by students so that the teacher can provide actions according to the abilities of students (Jagtap, 2016). This role aims to solve students' learning difficulties. The results of interviews conducted by researchers with informants, namely the special school class teacher, apply a learning style according to the abilities possessed by each student.

The class teacher makes observations of students to find out their learning needs so that they give correct handling. The efforts made by the class teacher to make it easier for students to digest lessons and to be able to understand the material taught by the special school class teacher use several types of media so that they can see what learning style each child likes. Learning styles can affect student learning outcomes. Therefore, the class teacher tries to continue developing students' potential according to their learning styles.

Mentally disabled children tend to find it difficult to accept and apply lessons (Barbra & Joyline, 2014). Therefore, the teacher's role as a facilitator is to facilitate the learning process of mentally disabled children by providing a stimulus to make students communicate in response to lessons. The effort made by the special school class teacher was the question-and-answer method. With this method, students can actively participate in learning and practice the courage to express opinions.

The special school class teacher facilitates facilities and infrastructure that support learning. The facilities in the school are a library to increase students' interest in reading, a prayer room that is used for Dhuha and midday prayers and is equipped with a playground for children's entertainment. The class teacher provides facilities in the classroom, such as a school order board to introduce rules that every student must obey.

Analysis of the Classroom Teacher's Role as a Mediator in the Implementation of guidance and counseling on Aggressive Children with Mental Disorders

The teacher in the special school, acts as a mediator, which means being an intermediary in the student learning process—efforts made by the classroom teacher so that students do not feel bored by using several learning media (Ashman, 2003). The use of various learning media is intended so that learning in class is varied and exciting.

Mentally disabled children have low intellectual abilities, so they have limitations in understanding the material the class teacher presents (Demirel, 2010). Therefore the class teacher uses additional media to attract students' attention, such as pictorial auxiliary media, to make it easier for children to know what the original form described is like. Apart from that, the special school class teacher uses a variety of learning methods because various learning methods make the learning process more effective (Tzivinikou & Papoutsaki, 2016). Class teachers become mediators in directing students' interests and talents to achieve optimal learning outcomes. The special school

class teacher equips students with various skills ranging from coloring, drawing, sewing and other skills. Of the multiple skills provided, students are free to pursue what skills according to their talents and interests.

The role of the class teacher in implementing guidance and counseling is as a mediator, namely, being an intermediary in solving student problems and providing services (Putra & Rahman, 2019). The services class teachers provide to students are in the form of group guidance. The purpose of group guidance is to assist children in developing their potential optimally according to their disorders, obstacles and disorders. The implementation of group guidance at special school, aims to evaluate student learning while the performance of counselling is carried out if there are students who have problems, be it learning difficulties, behavior, grades, and absenteeism.

When carrying out counselling services, of course, using counselling skills. The counselling skills used by the special school class teacher are attending abilities that aim to make children feel safe and make it easier for them to express their problems. The second is empathy skills; the class teacher also feels what the child is experiencing, then the skills of reflection, exploration, paraphrasing, and questioning. Using abilities in counselling services aims to obtain information as clearly as possible. Implementing guidance and counseling aims to solve problems that occur in mentally disabled children who behave aggressively. Therefore, class teachers must take special care by keeping children away from environments that reject children's presence. For example, normal peers like to mock or bully so this treatment can trigger aggressive behavior.

Class teachers have duties and responsibilities as implementers of counselling services. The duties and responsibilities of the special school class teacher are to be a problem solver for children with problems, always guide mentally disabled children to achieve optimal development and encourage children to study harder. Even though the class teacher is not a guidance and counselling graduate, they must also provide guidance and counselling at special school. When carrying out counselling services, of course, there are difficulties that the class teacher must pass. Limitations in communication become an obstacle in implementing counselling because mentally disabled children cannot express problems openly. It takes time, so the class teacher must be actively involved in exploring student problems. Counselling services are also carried out continuously to obtain in-depth information and solve problems optimally.

Position Socialization Theory

Teachers play an essential role in the success of student learning at special school. The results showed that the teacher at special school encouraged students to be more enthusiastic about learning. The teacher also tried to create a conducive classroom atmosphere during the learning process. Efforts made by the special school teacher to make students more active by using various learning methods aims so that students do not feel bored. Strengthened by the Socialization Theory based on George Herbert Mead regarding the teacher's role, the teacher's success can be assessed from the four processes that occur in children in terms of the stages of socialization. The stages in socialization theory are the preparation stage, the imitating stage, the ready-to-act stage and the collective acceptance stage. According to George Herbert Mead, socialization is a process in which humans learn through ways, values, interactions with society and adapting to local culture.

When the special school teacher guides and counsels mentally disabled children who behave aggressively, the special school teacher implements the socialization stage. The stages of socialization are briefly explained, namely the preparation stage; the special school teacher prepares mentally disabled children to get to know their social world with the guidance provided by the teachers. During the play stage, namely, the teacher begins to imitate something good for mentally disabled children so that children can implement it in their lives. Next is the game stage; at this stage, mentally disabled children have perfectly imitated something taught by the teacher. The last is the generalizing stage, where mentally disabled children begin to be able to receive teachings well and carry out their roles perfectly.

CONCLUSION

The special school class teacher acts as an informant, namely providing information related to learning needed by students. In its application, the teacher creates a conducive classroom atmosphere and establishes good student communication. As a facilitator, the special school class teacher plays a role in facilitating student needs, such as understanding student learning skills, providing actions according to student's interests and talents, facilitating learning facilities and infrastructure such as providing learning media, providing school order boards, providing a library to increase interest in reading, and providing a prayer room for places of worship. As a mediator, the special school class teacher is an intermediary in solving student problems and providing guidance and counselling services to develop students' potential optimally. The researcher that class teacher should educate students to be more assertive and disciplined so that students are more obedient to the rules that apply in schools and respect teachers, parents and peers more. In addition, in providing learning materials, class teachers should adapt to student learning styles and often carry out guidance and counselling to help students overcome their developmental problems. For further research, it is expected to be able to review and obtain a lot of data and sources so that the research results are broader and better.

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