
THE ROLE OF TEACHER GUIDANCE AND COUNSELING IN LEARNING PROCESS VIEWED FROM THEORY OF CONSTRUCTIVIST TO IMPROVE LEARNING OUTCOMES IN PRIMARY SCHOOLS

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Abstract

The objectives are (1) to get a picture of the role of teacher guidance and counseling in the learning process in terms of constructivist theory (2) the role of guidance and counseling in the learning process in terms of constructivist theory to improve learning outcomes in Primary School. This research type of writer use literature. The results obtained are basically constructivist approach is very important in the improvement and development of knowledge possessed by students in the form of basic skills that can be required in the development of students themselves both in the school environment and in the community environment. In this constructivist approach the role of teacher is only as mentor and instructor in learning activity. Therefore, guidance and counseling teachers prioritize student activeness and provide opportunities for students to channel new ideas in accordance with the material presented to improve students' ability in private and to improve learning outcomes.

Keywords: Learning process, constructivistic theory, learning outcomes

INTRODUCTION

Learning is the effort creates an environment in which an existing cognitive structure students can arise and changed. Characteristics of elementary school children who have been able to coordinate between the brain and muscle so that they are always actively engaged in activities both games and movements of other physical movements, such as jumping, running, holding a pencil and so forth. The grade levels in elementary school can be split into two lower and upper classes. The lower classes consist of classes one, two, and three, while high grade classes consist of four, five, and six grades (Supandi, 1992). In Indonesia, the primary school age range is between 6 or 7 years to 12 years. The age of students in the upper class is about 9 or 10 years to 12 years.

Design is a series to create a good learning process and correct, therefore it is necessary to carefully consider or analyze all the possibilities and direct a desired goal. Yamin (2012) says that learning design is a system that involves several components, parts that require comprehensive, systematic, empirical and accurate consideration. Thus it can be simply stated that what is meant by the design of learning is the business of teachers in preparing or designing learning that includes all components, ranging from preliminary test, strategy, to the evaluation.

Learning is not just remembering or memorizing it. Darnim (2011) learning is a change

in behavior toward good behavior change, where the change takes place through training or experience. The change in behavior must be relatively steady which is the end of a long period of time. Behavior that undergoes a change because of learning is related to various aspects of the personality both physical and psychological, such as changes in understanding, solving a problem / thinking, skill, skill or attitude. For students, to truly understand and apply science, they must work harder to learn to solve a problem in learning and find something for themselves, and always pour ideas and creativity. Teachers' guidance and counseling tasks not only pour or give some information or knowledge into the minds of students, but as facilitators who work on how students can process important concepts that are useful to be firmly entrenched in the minds of students.

Teachers need to adjust the teaching style to the learning style of the students as well as the teacher needs to understand the type of learning in the process of teaching and learning activities in the classroom. In the process of conventional learning this is often forgotten, so the learning process is not like a process of coercion of will (Sanjaya, 2008). But in reality the teachers still apply the conventional teaching styles, teaching styles that each meeting is only given the method of lectures without creates a bit of his teaching style. Therefore, the teaching style or learning process that makes students less master the subjects.

Currently there are a variety of new innovations about the learning process in the world of education. One such innovation is constructivist. Constructivist learning is to awaken knowledge through experience, social interaction and real world. This approach of learning is chosen by the teacher because this learning makes the students more enthusiastic about the problem so they will try to solve the problem. With the constructivist learning model considered highly contextual and relevant today, especially when the emphasis in education and the learning process is the student as the subject of learners.

The Role of Teacher Counseling Guidance In implicating constructivist theory in learning, the implications of constructivism learning theory in children’s education (Poedjiadi, 1999: 63) are as follows: (1) the purpose of education according to constructivism learning theory is to produce individuals or children who have the ability to think to solve every problem faced, (2) curriculum designed in such a way that situations that enable knowledge and skills can be constructed by learners. In addition, the problem solving exercise is often done through group learning by analyzing problems in everyday life and (3) learners are expected to be always active and be able to find a suitable way of learning for themselves. Teachers function as mediators, facilitators, and friends who create a conducive situation for the construction of knowledge in the learners themselves.

It is also said that the role of guiding teachers in learning that meet the constructivist method should meet several principles, namely: (a) provide learning experiences that make learners can make knowledge construction; (b) learning is conducted by linking to real life; (c) learning is done by linking it to the appropriate reality; (d) motivate learners to be active in learning; (e) learning is done by adjusting to the social life of learners; (f) learning using various means;; g) involves the emotional rank of learners in constructing learners’ knowledge (Knuth & Cunningham, 1996).

METHOD

In carrying out scientific research should be carried out systematic preparation techniques to facilitate the steps to be taken. Similarly, the authors in this study, the first step is to conduct literature studies on books that discuss about constructivist learning theory, journals, and research that has been done related to constructivistik learning.

In this study the data obtained from the field research (field research) and research library (library research). The data types in this paper use secondary data types and primary data. Primary

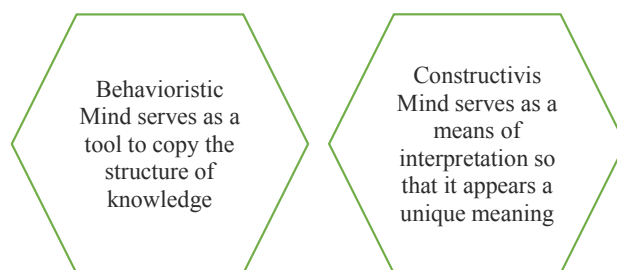
data is data obtained directly from the first source (Soekanto and Sri Mamudji, 2006). Secondary data is data obtained from the results of library research by conducting document studies, archives and literatures by studying theoretical matters, concepts and views. Types secondary data in this study the role of counseling teachers in the learning process in terms of constructivist theory to improve learning outcomes in primary schools

Analysis of the data is done by qualitative descriptive analysis, which is descriptive analysis, which is the description of the argumentation of data obtained in the research. Then the results of the analysis is continued by drawing conclusions inductively is a way of thinking that is based on the reality of a special nature which is then summed up in general, which later supplemented with the results of literature study.

RESULT AND DISCUSSION

The result is basically constructivist approach is very important in the improvement and development of knowledge possessed by students in the form of basic skills that can be needed in student self development either in school environment or in society environment. In this constructivistic approach the role of the teacher is only as a mentor and instructor in the learning activities. Therefore, guidance and counseling teachers prioritize student activeness and provide opportunities for students to channel new ideas in accordance with the material presented to improve students’ ability in private and to improve learning outcomes.

Cognitive strategy was born based on constructivis paradigm, meta cognition theory. Von Glasersfeld (1988) in Suparno (2008) constructive cognitive understanding emerged in this century in the writings of Mark Baldwin which is widely deepened and disseminated by Jean Piaget. The main constructivist idea has actually been started by Giambattista Vico, an epistemologist from Italy. It is the origin of constructivism



Vico (1710) in Poedjiadi (2003) has revealed “God is the creator of the universe and man is master of creation” in *De Antiquissima Italurum Sapientia*.

He explained that God knows the ins and outs of the universe, because He made it and from what he made. Meanwhile humans can know something that has been constructed. Vico mentions that knowledge always shows to the structure of the concept that is formed and knowledge can not be separated from the person (subject) who knows (Suparno, 2008).

Views on Knowledge, Learning, and Learning

Behavioristic	Constructivist
1. Knowledge: Objective, definitely fixed	1. Knowledge: Non objective, temporary, constantly changing
2. Learning: Acquisition of Knowledge	2. Learning: Meaning of Knowledge
3. Teaching: Transferring knowledge to the person learning	3. Teaching: Exploring meaning

Constructivism is the cornerstone of a contextual approach, knowledge built by humans little by little, whose results are expanded through a limited (narrow) context, and not suddenly. In constructivist, strategy takes precedence over how many learners gain and remember knowledge (Yamin, 2012). With this foundation, in the learning process, learners build their own knowledge through active involvement in the learning process, learners have a big role to develop their knowledge through experiences in learning, the same experience they gain will be different from the meaning.

Teachers will not be able to give all knowledge to learners. Learners themselves who awaken knowledge in their minds. Knowledge was awakened as far as learners can find and transform a complex information the other situations, the information is flourishing and fertile and belong to them.

The role of teacher guidance and counseling in applying learning theory and constructivist learning in setting Guidance and Counseling

Based on the theory of learning and constructivist learning there are several applications in guidance and counseling are: (1) group guidance, (2) group counseling, (3) post modern counseling

1. Group guidance

Romlah (2006) group guidance is the process of providing assistance provided to individuals in group situations. Group guidance is aimed at preventing problems with students and developing student potential. There are several techniques commonly used

in the implementation of group guidance, among others: the provision of information (expository), group discussion, problem solving, home room creation, role playing, field trips, and simulation games.

2. Group Counseling

Romlah (2006) group counseling is a relief effort given to individuals in group situations in order to facilitate or facilitate improvement in individual development that is both corrective and preventative. Group counseling is one of the counseling services held within a group setting utilizing group dynamics, a warm, open, permissive and intimate counseling relationship. This is an individual effort to help individuals to progress more smoothly, to prevent and improve efforts. Because, in counseling groups there is also disclosure and understanding of client problems, trace the causes of problems, problem-solving efforts, evaluation activities and follow-up.

3. Postmodern Counseling

Social constructivism is a therapeutic perspective in postmodern view, which emphasizes the client's reality whether accurate or rational (Weishaar 1993 in Corey 2005). Basically all knowledge is relative because it is always determined by the construct, culture, language or theory that we apply to a particular phenomenon. The postmodern counseling approach is Solution Focused Brief Therapy (SFBT) and narrative. In some literature SFBT is called Constructivist Therapy.

CONCLUSIONS AND SUGGESTION

Conclusion

There are two emphases in constructivist theosism. The two emphases are as follows:

1. Active role of learners in constructing knowledge meaningfully
2. The importance of making connections between new ideas and new information received

There are two main principles in learning according to constructivist theory. Among them are as follows:

1. Knowledge can not be acquired passively, but actively by the cognitive structure of learners
2. The function of cognition is adaptive and helps the organization through the real experience of the child

Suggestion

1. Creating a systematic learning strategy in communicating the content of the lesson to the learner to achieve the goals in the

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- learning activities, such as (a) motivating or attracting attention, (b) explaining the learning objectives to the learner, (c) reminding the learning competencies, (d) giving stimulus ie presenting learning materials, (e) raising the learner's appearance, (f) giving feedback, (g) judging appearance, (h) inferring
2. Designing contextual learning, eliminating conventional learning

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