

The Role of Teacher's Guidance Counseling Building Self-Esteem in Repertoire School Students Matter To Achieve Success

Karyono Ibn Ahmad

FKIP, Universitas Lambung Mangkurat Indonesia

Abstract

Writing this paper aims to explore the role that can be taken on Teacher's Guidance Counseling can build self-esteem of students in the role of a school that can be taken care with student success. Intended role is foster character achievement of students who have the motivation, but on the other hand has intelligence Adversity Quotient (AQ). Adversity Quotient is needed to achieve success in life as a person who has a high AQ can be successful despite the many obstacles facing because they do not give in and do not let adversity destroy the dreams and ideals.

Students whose high AQ will continue to achieve the highest achievement. responsible and dependable are the typical characteristics of students with high self-esteem which has a direction and then accompanied independence and confidence so strong. On the other hand guidance and counseling services if they can be worked in earnest with regard to self-esteem. For teachers Teacher's Guidance Counseling real role that can be taken is to help improve the quality of relationships between students and teachers through the effort to build a mature student psychological counseling through the implementation itself.

Keywords: counselor, Self-esteem, Adversity Quotient (AQ) and Achievement Motivation

A. Preliminary

1. Background

Self-esteem (self-esteem) has strong roots from the view of holism and humanism Abraham Maslow. In motivation: the theory of hierarchy of needs he puts *self-esteem* (self-esteem) as a fourth level needs.

Maslow (Gardner Calvin S. Hall and Lindzey, 1985; Alwisol, 2010) owned and loved the mention needs (*belongingness and love needs*) has relative satisfied, weakening the power of motivation, self motivation changed. There are two types of self-esteem, namely: *first, respect yourself (self-respect)* covers the needs of power, mastery, competency, achievement, self-confidence, independence and freedom. People need knowledge about himself, that he was worth, to master the tasks and challenges of life.

Secondly, getting appreciation from others (from other respect) covers the needs of prestige, respect from others, status, fame, domination, became an important person, honor, and appreciation received. People need the knowledge that he is well known and is considered good by others.

Induce a feeling of self satisfaction and a confident attitude, self-worth, self-capable, and feeling useful and important in the world. Instead, frustrated by the insatiable need for self-esteem and attitudes lead to feelings of inferiority, clumsy, weak, passive, dependent, unable to cope with the demands of life and low self-esteem in the association. (Alwisol, 2010: 206).

School students in the educational environment for the first time will experience change significantly, because the future according to Dennis Mc. Innerey (2006:261) they developed the idea - a clearer idea about themselves as individuals with various capacities (*esteem needs*) to be a need to do so on competition (*self actualization*), received approval and recognition from others, become more important to them.

The effect of the personnel of the school that school administrators, Teacher's Guidance Counseling they are very decisive to confirm the approval and recognition. Study conducted Esther Sui-chu Ho (2003) in Asia (Hong Kong case studies) that there is a typical domain concept of the role of education between school personnel and parents. Increased self-esteem is not simply a single influence school personnel but it is a joint collaboration between school personnel with parents. Therefore, support for Asian culture that positions the school as school personnel and parents and cause the value of a second home competitive success students achieve maximum self-esteem tend to be successful together.

There is some guidance and counseling services that can be worked on with Teacher's Guidance Counseling sincerely respect the dignity character foster positive self-esteem through understanding the AQ in particular on students' achievement motivation. Those Teacher's Guidance Counseling especially noticeable roles that can be taken is to help improve the quality of the relationship between students and teachers through efforts that facilitate positive interactions both (Helker, 2007: 32).

2. Purpose

This study intends to explore the role for teachers that can be taken to be able to build Teacher's Guidance Counseling self-esteem of students in the role of a school that can be taken care with student success in achievement motivation.

B. Library Studies

1. Self-Esteem and its Role

Scott *et al* (1996) suggested that self-esteem is seen as an aspect of self-image that is essentially descriptive and not judgmental, whereas *self-esteem* (self-esteem) is interpreted as aspects or attitudes that are classified as *self-evaluative* (Self-evaluation). Further Scott *et al* (1996) outlines *self-esteem* (self-esteem) is defined as "to appreciate their own value and importance and having the character who will be responsible for myself and to act responsibly toward others.

Scott *et al* (1996) in his research found responsible and dependable are the typical characteristics of students with high self-esteem who then accompanied having direction and self-reliance and self-confidence so strong. School personnel consider accountability to be an important factor in achieving high self-esteem, it is important to be responsible for determining the choice as a core component of the curriculum of personal development and the enforcement of student conduct policy. According to the self-esteem and responsibility can be included in the educational program.

Has become a necessity that the role of school personnel in the school that the role of school personnel, especially Teacher's Guidance Counseling responsibility not only regarding how to deliver academic targets can be overwhelmed by either by the students but also educate them to have a competitive character appropriate.

As research conducted by Christine M. Rubie-Davies (2010:133) found to mediate the ability of student achievement have a strong and positive expectations on student learning. In turn can lead to increased learning opportunities for students in the classroom environment appropriate class size ratio.

Besides the ability to mediate the achievement of student achievement ability, the ability to use facial expressions in the teaching-learning process in the classroom is another form that can affect self-esteem. Research conducted by Muhammad Naeem Butt and Mohammad Iqbal (2011:14) in Pakistan revealed the majority of teachers believed due to the ability of non-verbal communication (facial expressions) such as anger and smiling, can help students to understand the messages, which will help to change their behavior according to the learning needs in the classroom during the teaching-learning process.

Esther Sui-chu Ho (2003:65-66) differently expressed, to some Asia region, including Singapore, South Korea, Japan, and Hong Kong, which has gained a lot of math achievement in international achievement tests. Although Asian students achieve high scores in international studies, they tend to have relatively lower self-confidence and self-esteem when compared to Western students by Leung and Wong (in Esther Sui-chu Ho, 2003)

Within the scope Asian contribution and parental investment in education is not something separate. Distinctiveness parents in Asia in the development of self-esteem of students seen in the domain of roles between parents and teachers in the school as part of a domain togetherness teacher and parent domain in Asian cultures. Asian teachers see parents as the primary educators, monitor, and support their students in the home school. In view of Asian parents', management and leadership in school affairs lies in teachers. Teachers want parents to be "remote assistant" and most parents accept this role and find "model that separated" comfortable. There is no institutional discrimination parental involvement in the Asian culture, or at least, most parents in Asia do not feel that they were discriminated against by the school. Asian parents and teachers to work in a separate domain. They do not duplicate one another role. Asian model of parental involvement and investment is different from the West (Esther Sui-chu Ho, 2003:67).

2. Adversity Quotient (AQ) and its Implementation in the Education Process

School is one of the social institutions in addition to the family that has a strong influence to instill and cultivate moral force men began days of school age into adulthood. Jarrett (in Syamsu hidayat 1998: 26) explains that values education in schools should be more emphasis on the importance of exercise, attitude and practices in line with the obligation to continuously develop themselves to a level of higher consciousness. The ideal pattern of education must adapt to the developmental stages of child psychology (psychosocial, cognitive and moral), and with regard to the development of emotional intelligence (EQ) and moral development in addition to cognitive intelligence. Emotional intelligence is the cornerstone of the development of one's personality, where the ability to manage and control the emotions are trained to be controlled by any individual.

One part of emotional intelligence is AQ or Adversity Quotient. Adversity Quotient means distress while the mean results, where can be with intelligence or the intelligence can be defined that one has to overcome difficulties and be able to survive. AQ intelligence is measured in its ability to overcome every problem of life is not hopeless (Ary Gina Agustian, 2001: 271)

In an educational setting to achieve a high academic achievement is not easy, a lot of difficulties or failures that passed. Not all students were able to pass through difficulties and challenges in the process of learning, of course, this will affect the achievement of learning achievement.

Adversity Quotient is needed to achieve success in life as a person who has a high AQ can be successful despite the many obstacles facing because they do not give in and do not let adversity destroy the dreams and ideals. Students whose high AQ will continue to achieve the highest possible performance.

From the above it is clear that the opinion of a person's ability to face adversity will be a blessing in life. Thus the difficulty or failure is not to be avoided but the face and turn it into a blessing in life. Mindset that has been described above, it appears the relationship between Adversity Quotient on learning achievement, because each category AQ children have an impact on student achievement.

In general, when students are faced with difficulties and challenges of life, they become sluggish and helpless, quitter before the war. These are the signs of low AQ. By Paul G. Stoltz (2005: 8) that "success is determined by the AQ survival and ability to overcome difficulties".

In line with the Paul G. Stoltz (2005: viii) argues that "Adversity Quotient or AQ is a powerful theory, as well as a meaningful measure and a set of instruments that have been honed for helping keep persevering through times challenging". It will provoke the soul to rethink the formula of success in achieving the feat. AQ unravel the mystery of human empowerment and motivation, while instilling inward expectations, principles, and methods that are important to the field of life and education.

Paul G. Stoltz and Erik Weihenmayer translated Kusnandar (2008: 8) argues that: adversity has the unique power to inspire exceptional brightness, clean up completely the remnants of apathy, refocus priorities, honing the character, and releasing the most powerful force. Even the slightest setback as fertile ground for behavioral improvement. If reducing the difficulty will eliminate most in wealth, supreme talent, and the most valuable lessons of life. The greater difficulty is avoided, the lower the capacity of self.

In managing and developing AQ basically comes down to the students themselves. The extent to which it is able to respond appropriately to all the difficulties and obstacles that exist in their struggle to achieve academic achievement. Of course in the process AQ very important role in the formation of the individual point of view of looking at a problem or issue. In other words a good AQ will improve learning achievement of the individual. Conversely a low AQ will deteriorate achievement.

AQ very important role in one's success. The results Carol Dweck (In Paul G. Stoltz, 2005: 95) proves that "children with pessimistic responses to adversity, a lot of learning and achievement when compared with children who had patterns more optimistic".

People who respond to adversity more optimistic would predictably be more aggressive and take more risks, whereas a more pessimistic reaction to adversity raises more passive attitude and be careful. Students who respond constructively to adversity will be successful in achieving the feat while students who respond destructively tend to lose the opportunity to improve his performance.

Paul G. Stoltz translated by T. Hermaya (2005: 48) argues that: Those who have a high AQ will likely persist until they succeed. They will reap the benefits in all areas of life. AQ distinguish climbers, with campers and quitters. Because the situation is becoming increasingly difficult, quitters will give up and campers will be camping, while the last climbers keep climbing. All the talent and passion in the world will not be realized if kept filled in with a low AQ.

For creating optimal learning achievement, students must have the tenacity in the face and overcome all difficulties. Students should develop a fairly high AQ. This condition of course will increase students' ability to explore their potential optimally.

C. Discussion and Conclusion

1. Teacher's Guidance Counseling Construction of Teacher's Role

Beane (Scott *et al*, 1996) says there are four main areas Teacher's Guidance Counseling can most effectively play a role in the development of self-esteem:

- a. Involved in ongoing efforts to raise awareness of other educators in the field of self-esteem.
- b. Help teachers develop skills related to students especially increasing 'self-esteem.

- c. Using their expertise in the field of self-esteem in curriculum planning.
- d. Develop and coordinate support networks in schools to improve student academic achievement (eg, *peer tutoring*) as well as providing support for the self-esteem of students.

In practice in the field clearly Teacher's Guidance Counseling interact with students even engaging in self-esteem issues. But with respect to what is presented above Beane help teachers develop a better relationship to be one that can be taken the role of Teacher's Guidance Counseling. Teacher's Guidance Counseling had a unique opportunity to influence the success of a large number of school students through facilitating positive student relationships with teachers.

One teacher Teacher's Guidance Counseling is through collaboration with teachers in the focus on consultation handler for increased student-teacher relationship. Teachers Teacher's Guidance Counseling not only advocate for students with regard to their interaction with the teacher but also has a role to help teachers facing students in accordance with their needs.

Helker *et al* (2007:37-40) offers the concept of CONNECT as the development of counseling relationships Rogers in helping teachers and students:

Convey acceptance through words and actions	Convey acceptance through words and actions
Offer understanding by reflecting feelings and wishes	Reflecting the understanding deals with feelings and desires
Notice child's behaviors and actions	Note the student's behavior and actions
Negotiate choices	Negotiate option
Encourage self-esteem	Encouraging self-esteem
Communicate limits by AC Ting	Communicate with the limitations act
Trust yourself to be genuine	your true self confidence original

School counselor can help teachers to create a classroom environment that has conditions using relationship building skills. The steps are as follows:

The first step in helping teachers connect with students is to guide teachers to recognize the uniqueness of each student as a person of value, focusing on the strengths and potential students. To appreciate and accept students is very important to build relationships, support student concerns.

The second step, students communicate a feeling of reflection. This skill requires teachers to be able to put aside their own thoughts and feelings for the moment and focus on the feelings of the students.

The third step, note the behavior of students and their actions in the classroom.

The fourth step, offer the option for students to be able to practice making decisions and be responsible for the consequences of decisions.

The fifth step, to improve the student-teacher relationship, the teacher can encourage and nurture students' self-esteem. In order to build students' appreciation against themselves and their own values, teachers can take advantage of encouragement, not praise.

The sixth step, Utilizing setting limits in the classroom is another way to help promote the student-teacher relationship. Students need a safe and secure environment for learning.

The seventh step, showing the confidence to admit mistakes and weaknesses.

Of view Helker *et al* (2007:37-40) on the concept of CONNECT are certainly aligned with AQ in an effort to process counseling line. Self-development through self-esteem must be continuous with the AQ as the best vantage point because after all of the process of providing counseling services particularly where students durability naturally raised.

2. Teacher Collaboration with Field of Study in the Service Delivery

In the activities of teaching and learning is indispensable cooperation between subject teachers with mentor teachers to achieve the expected goals. Execution of duties subject teachers in the learning process can not be separated from the guidance activities, guidance services in schools instead need support or help the teacher. There are several considerations, why the teachers also should implement the guidance in the learning process. In this case, Rochman Natawidjaja and Moh. Surya (1985) quoting Miller as saying that:

- a. Learning process to be very effective, if the material is learned directly linked to the student's personal goals. This means that subject teachers are required to understand the hopes and difficulties of students, further studies teachers can create a learning situation or a classroom climate that allows students to learn well.
- b. Teachers understand the students' field of study and the problems it faces, more sensitive to the things that can facilitate and interfere with the smooth operation of the class. Studies teachers have ample opportunity to conduct observations of the students were thought to have a problem. Thus these problems can be addressed as early as possible, so that the students can learn well without being burdened by a problem.
- c. Studies teachers can observe student development of problem or difficulty in a more tangible. Since studies teachers have scheduled opportunities to meet face to face with students, then he will be able to obtain more information about the state of the students, the students' personal issues, both advantages and disadvantages. In such circumstances the role of teachers in the subject areas of activities are very important guidance.

Based on these opinions, it can be concluded that the guidance services in schools would be more effective if subject teachers can work with a tutor in the learning process. The limitations of both parties (subject teachers and counselors) requires the cooperation.

Supervising teacher has limitations in terms relating to: (1) lack of time to meet with students, it is because power is still very limited guidance counselor, so that services students in considerable amounts can not be carried out intensively and (2) the limitations of teachers supervisor so that might not be able to provide all forms of services such as repairs to give teaching specific subject areas, and so on.

Regardless of the role of other educational personnel in schools, subject teachers have a very important role in the implementation guidance in schools. This is caused by the position of subject teachers to help him blend more with the students so as to have the opportunity to-face more than the other school personnel. Therefore, teachers of guidance to students can portray both inside and outside the classroom.

References

- Agustian, Ari Ginanjar. (2001). *ESQ Emotional Spritual Quotient*. Jakarta: Arga.
- Alwisol. (2010). *Psikologi Kepribadian*. Malang: UMM Press.
- Butt, Muhammad Naem & Iqbal, Muhammad. (2011, February). Teachers' Perception Regarding Facial Expressions As An Effective Teaching Tool. Dalam *The Clute Institute: Contemporary Issues In Education Research* [Online], Vol.4(2), halaman 11-14. Tersedia: <http://journals.cambridge.org> [27 Oktober 2011].
- Hall, Calvin S. dan Lindzey, Garder. (1985). *Introduction to Theories of Personality*. New York: John Wiley & Sons.
- Helker, Wendy P., Schottelkorb, April A., & Ray, Dee. (Fall 2007). Helping Students and Teachers CONNECT: An Intervention Model for School Counselors. Dalam *Texas Counseling Association: Journal of Professional Counseling: Practice, Theory and Research* [Online], Vol.35(2), halaman 32-45. Tersedia: <http://search.ebschost.com> [25 Oktober 2011].
- Ho, Esther Sui Chu. (Spring 2003). Students' Self-Esteem in an Asian Educational System: Contribution of Parental Involvement and Parental Investment. Dalam *ProQuest Educational Journals: School Community Journal* [Online], Vol.13(1), halaman 65-84. Tersedia: www.proquest.com [4 November 2011].
- McInnery, Dennis M. (2006). *Developmental Psychology for Teacher: an Applied Approach*. Crows Nest: Allen & Unwin.

- Rubie-Davies, Christine M.(2010). Teacher Expectations and Perceptions of Student Attributes: Is There a Relationship ?. Dalam *The British Psychological Society: British Journal of Educational Psychology* [Online], Vol.80, halaman 121-135. Tersedia: <http://www.bpsjournals.co.uk> [25 Oktober 2011].
- Scott, Cynthia G., Murray, Gerald C., Mertens, Carol & Dustin, E. Richard.(1996,May-June). Student Self-Esteem and The School System: Perceptions and Implications. Dalam *ProQuest Education Journals: The Journal of Educational Research* [Online], Vol.89(5), page 286-294. Ready: www.proquest.com [4 November 2011].
- Stoltz, G. Paul. (2005). *Adversity Quotient*. (Alih Bahasa : T. Hermaya), Jakarta: Grasindo.
- Surya, Moh., dan Natawidjaja, Rochman.(1985). *Materi Pokok Bimbingan dan Penyuluhan*. Modul 1-3. Jakarta. Depdikb UT.
- Syamsuhidayat, R. 1998. *Beberapa Aspek Pendidikan Sikap dan Tingkah Laku*. Jakarta: Rake Sarasin.
- Weihenmayer, Erik & Stoltz, G.Paul. (2008). *Mengubah Masalah Menjadi Berkah* (Alih Bahasa: Kusnandar). Jakarta: Gramedia Pustaka Utama.

History Life Author: Name : Dr.H. Karyono Ibn Ahmad. Place and Date of Birth: Bondowoso, 26 Rajab 1369/13 April 1950. Bachelor degree Guidance and Counseling at IKIP Jember in 1974, Master degree Guidance and Counseling at IKIP Jember in 1976 and Doctoral degree at IKIP Jakarta in 1992. Occupation are Secretary of LPM in 1992-1996. Head of Department Education Science in 1996 – 1999, Head of AA/*Pekerti* , Head of Study Program Guidance and Counseling in 2008 -2011. And then Lecturer at Lambung Mangkurat University (UNLAM) in 1978 until now.