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COUNSELLING TEACHERS' EFFORTS IN REDUCING STUDENTS' ANXIETY LEVELS THROUGH INDIVIDUAL COUNSELING AT MAN 1 DELI SERDANG

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Abstract

This research aims to determine the efforts of guidance and counselling teachers in reducing students' anxiety level through individual counselling at MAN 1 Deli Serdang. This type of research is a descriptive qualitative research. The subjects of this research were guidance and counselling teachers, mathematics teachers and students who received individual counselling on learning anxiety. The data collection techniques include observation, interviews and documentation techniques. The data analysis carried out is data reduction, data presentation and data verification or conclusions.

The results of the research showed that students in class XI MIPA-1 MAN 1 Deli Serdang experienced both internal and external learning anxiety. In general, the anxiety experienced by students is not understanding the lesson well, high curriculum objectives, subject teacher explanations that use the lecture method, causing students to feel sleepy in class, and uncomfortable classes so that students find it difficult to concentrate while learning. Taking place. Therefore, the efforts of guidance and counselling teachers are to carry out individual counselling as the main service in implementing the function of solving students' problems by optimising guidance and counselling services as the core strength in schools in order to reduce students' anxiety. Counselling guidance teachers provide individual counselling to students who experience anxiety by giving advice, suggestions and new insights, so that students can think about the good and bad effects of this anxiety, and students become more independent individuals to reduce their anxiety.

Keywords: Anxiety, Individual Counseling.

INTRODUCTION

Learning is the main activity in every educational endeavor. Without learning there is truly no education. Such is the importance of learning, that most psychological and educational research and experimental efforts are directed at achieving a broad

and deep understanding of the process of changing human behavior, therefore educational efforts are not only aimed at improving academic quality but also at forming adaptive behavior and improving problem-solving abilities. learners.

Basically, anxiety or learning anxiety is not a negative behavior, in certain conditions, learning anxiety can even provide encouragement to do better than what was done before. If the learning anxiety experienced by students stimulates enthusiasm and interest, it will make students more careful, trying not to fail, then learning anxiety can actually encourage them to study harder.

Leonard's opinion (2008:11) is that anxiety is a feeling of fear and worry which is known as feelings of worry and excessive tension that students feel during the teaching and learning process.

According to Soemanto (2003:188), the anxiety experienced by students, namely anxiety, describes an emotional state related to fear. The types that illustrate anxiety are different. Fear of the school situation as a whole, fear of certain aspects of the school environment, teachers, friends, subjects, or exams and school phobia that causes children to refuse to go to school.

Learning anxiety as a form of emotion is ideally useful in providing information about everything that will and is happening or being experienced as well as providing motivation for individuals to achieve certain goals and can direct various attitudes, behavior and actions in achieving these goals.

However, the reality that occurs in the field is very different from what it should be, because sometimes students feel uncomfortable conditions in the learning process. In initial observations, research was carried out regarding the learning anxiety of class XI students. The research location was taken at MAN 1 Deli Serdang because at that school the student's problem was anxiety. Some visible signs were found, namely that the teacher who taught seemed stern, students had difficulty understanding the lesson well, there were a lot of assignments, the assessment system was very strict, and students felt anxious when speaking in front of the class with the subject teacher which made students feel anxious during the process. learning takes place.

This discomfort results in feelings of anxiety so that students cannot concentrate on studying. Anxious, worried about not succeeding in studying. Learning anxiety can form something crazy if it goes beyond normal limits. Problems can arise when

students are stressed about learning tasks and environmental conditions are less supportive.

According to Amalia (2018:86), her research shows that complexity and lack of learning achievement are one of the factors that form the spotlight, especially for class XI MIA students. One of the triggers for complexity and lack of learning achievement is anxiety. There are many factors that trigger anxiety in class Likewise, the attitude and treatment of teachers who are unfriendly, fierce, bitchy and incompetent are a source of anxiety in students which originates from teacher factors. And there are some students who feel learning anxiety, both external and internal.

The importance of guidance and counseling teachers in student problems above is because the role of guidance and counseling teachers is very important for the continuity of the teaching and learning activity process as well as guidance and counseling teachers being able to process various types of problems felt by students. Having a guidance and counseling teacher makes it possible to resolve problems, including student anxiety problems. To overcome this, what is needed is not only direction from the guidance and counseling teacher, but there must be direction or guidance as well as advice from the parents of each student.

Through guidance and counseling services, guidance and counseling teachers are expected to be able to overcome anxiety problems experienced by students when studying related to learning anxiety that occurs in students by implementing several efforts in guidance and counseling. These efforts are carried out by guidance and counseling teachers optimally in accordance with the learning anxiety experienced by students.

METHOD

The research method used is a qualitative descriptive method because the researcher wants to explore data in depth and maximally about the efforts of guidance and counseling teachers in overcoming student anxiety with individual counseling for class XI MIPA-1 students. In this research, the informants intended to carry out the research included: Class XI MIPA-1 students, Mathematics Subject Teachers and Class XI Counseling Guidance (BK) Teachers at MAN 1 Deli Serdang. Data collection techniques include observation, interviews and documentation techniques. Data analysis carried out is data reduction, data presentation and data verification or conclusions.

RESULT AND DISCUSSION

Tohirin (2014:257) Providing counseling guidance has a very significant role in achieving educational goals. With the existence of guidance and counseling services, it is hoped that an educational institution can create good student personalities and create positive educational values. Furthermore, counseling guidance is a medium for expressing all complaints that may be very complicated for an individual. This is due to the fact that in carrying out the learning process students often encounter problems either originating from within or outside themselves. For this reason, counseling is needed in madrasas to be able to solve problems and develop students' abilities to the maximum. To identify students' learning anxiety, questions and answers were conducted with several informants including guidance and counseling teachers, subject teachers and students.

Furthermore, anxiety can be felt by anyone and anywhere, including class XI MIPA MAN 1 Deli Serdang students. Anxiety is a psychological process that is not visible on the surface, so to find out whether a student feels anxiety or not requires careful study, trying to identify the signs, as well as the influencing and underlying aspects. However, the signs of anxiety that appear on the surface are only a small part of the real problem.

To find out the feelings of anxiety that arise in students, researchers conducted interviews with three students who experienced learning anxiety, namely class XI MIPA-1 MAN 1 Deli Serdang.

From the results of interviews with the three students in the class, there are many factors that trigger this feeling of anxiety, starting from the curriculum target which must achieve predetermined grades, uncomfortable classrooms making it difficult for students to concentrate, the methods used by teachers are boring and too monotonous, this will definitely hinder student learning achievement.

Makmun (2009:309) The lack of learning achievement is one aspect that forms the attention of the world of education, the cause is anxiety. In general, students experience anxiety when facing lessons that are considered difficult, oriented towards getting high grades, teachers who are strict in teaching and anxious when facing exams. Anxiety when facing exams or when studying is not only experienced by students who have low intelligence, even students who have high intelligence and motivation can experience anxiety and learning difficulties. Students who experience learning difficulties will have difficulty absorbing the lesson material presented by the teacher so they are lazy in

studying, unable to master the material, avoid lessons, ignore assignments given by the teacher, and reduce learning grades and have low learning achievement.

The BK teacher's efforts to overcome or reduce students' learning anxiety are to carry out individual counseling, and suggestions for subject teachers to give assignments in phases that are not too easy, medium and not too difficult. Supervising teachers also provide solutions for students to review previously learned lessons, ask their friends or subject teachers about the learning, so that this can reduce their anxiety. And this is helped by subject teachers or those at school.

Supervising teachers have the task of helping develop students' potential to be independent and achieve in the personal, social, learning, career, family and religious fields. The duties and responsibilities of supervising teachers as stated in Menpan Decree Number 84 of 1993 chapter II article 3, the main duties of supervising teachers are to prepare teaching programs, present teaching programs, evaluate learning and develop improvement and enrichment programs. for students who are responsible for or developing guidance programs, implementing guidance programs, evaluating guidance implementation, analyzing the results of guidance implementation, and following up on guidance programs for students for whom they are responsible. So supervising teachers have an important role in implementing and achieving educational goals, namely becoming independent, high-achieving and moral individuals.

In carrying out their duties, the supervising teacher refers to the 17 plus BK pattern because the supervising teacher is the figure who determines the success or failure of the counseling process. The BK 17 plus pattern consists of six types of guidance areas: personal guidance, study, social, career, family, religion. And nine types of services: orientation services, information, placement and distribution, content mastery, individual counseling, group guidance, group counseling, consultation, mediation. As well as five supporting activities, namely application of instrumentation, data collection, case conferences, home visits, and case transfer. Supervising teachers can use one of the nine types of services as a tool to overcome student anxiety.

Through guidance and counseling services, BK teachers strive to increase potential and alleviate problems experienced by students and can reduce learning anxiety through individual counseling. Through efforts that can reduce the anxiety he feels, develop more positive traits and avoid prolonged learning anxiety so that he can achieve maximum learning achievement in the future and be able to overcome it.

Supervising teachers have made various efforts to overcome and reduce the learning anxiety of students who are their responsibility. And what you need to know is that the more a student cannot reduce his anxiety, the more problems he will face and this will of course affect the student's learning achievement. This also helps with the awareness of each student to overcome the anxiety they experience, and teachers must also understand the condition of their students in class.

For this reason, supervising teachers can provide counseling guidance services, for example individual counseling services. When students feel learning anxiety, the supervising teacher immediately relieves the problem by providing direction or other efforts that the supervising teacher takes, providing direction and solutions regarding the consequences of learning anxiety which can affect the learning achievement of problematic students.

Research result

Learning anxiety is a common thing in students' lives. Learning anxiety is a condition that can limit the learning process arising from external and internal factors. Internal factors include dizziness, anxiety, difficulty concentrating, not understanding lessons, low expectations for education, and anxiety about the future. Meanwhile, external factors include temptation from friends and the socio-economic situation of the family. Learning anxiety does not only arise because of anxiety about oneself, but also because of anxiety about lessons and teachers at school. This is the cause of low learning achievement and hampers the learning process. So the presence of a guidance and counseling teacher is very important to overcome the anxiety felt by students in madrasas.

Anxiety is an emotional state associated with fear. And the anxiety experienced is also different. This anxiety can cause students to feel significant stress. They have difficulty controlling anxiety. And there are many factors that cause anxiety, be it the curriculum, teachers or school management. Based on the problems above, guidance and counseling teachers make efforts to eliminate anxiety through individual counseling. Where this aims to help students reduce student anxiety.

So the effort given by the guidance and counseling teacher is to carry out individual counseling, so that students can eliminate the anxiety they feel and also approach students who have problems, especially in terms of learning anxiety. Guidance and

Guidance Teachers collaborate with subject teachers. BK teachers always provide advice and guidance, especially to students who feel anxious about learning.

Walgito (2010:37) Guidance and Guidance Teachers must try as optimally as possible to achieve the best results, limiting themselves to their expertise or authority. Therefore, supervisors must not interfere with authority and responsibilities that do not fall under their authority. Because a supervisor's work is directly related to people's personalities, a supervisor must: a) Be able to safeguard or safeguard client secrets as best as possible. b) Show respect to the client. c) Appreciate a variety of clients. So, in dealing with clients, supervisors must face clients at the same level. d) Supervisors are not permitted to use unskilled or untrained assistants. e) Supervisors are not permitted to take actions that could cause things that are not good for the client. f) Counselors are not permitted to transfer clients to another counselor without the client's consent.

Therefore, in this case the efforts of guidance and counseling teachers in madrasas are to monitor the behavior of each student, guide and help solve problems so that they can carry out their activities well in the learning process. Counseling guidance teachers certainly need to make optimal efforts to help students overcome problems that arise in students regarding character development so that they can do positive things and reduce the anxiety felt by students during learning.

CONCLUSION

Class XI MIPA-1 MAN 1 Deli Serdang students who experience learning anxiety, both internal and external. In general, the factors that cause students to experience learning anxiety are not understanding the lesson well, high curriculum targets, subject teacher explanations that use the lecture method so that students feel sleepy in class. And the class is uncomfortable so it is difficult for students to concentrate while learning is taking place.

The efforts carried out by guidance and counseling teachers are carrying out individual counseling because this is the main service effort in implementing the function of solving student problems and optimizing guidance and counseling services so that they can be used as a core strength in schools to reduce student anxiety. These efforts are carried out in collaboration with class teachers to guide students who experience learning difficulties in class. Guidance and Guidance teachers have limited abilities in guiding students in the classroom, so the Guidance and Guidance teachers are assisted by subject teachers to improve students' learning abilities at MAN 1 Deli Serdang. The guidance

provided by guidance and counseling teachers is to provide individual counseling to students who experience anxiety by providing new insights, making them think about the good and bad impacts, so that students become more independent individuals to reduce their anxiety.

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