

Counseling Guidance Teachers' Efforts in Reducing Students' Maladaptive Behavior at SMP Negeri 2 Gamping

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Abstract. This study examines the efforts of counseling guidance teachers in addressing students' maladaptive behaviors at SMP Negeri 2 Gamping. The research focuses on understanding the challenges the students face and the strategies the teachers employ to mitigate these issues. Maladaptive behaviors, such as skipping classes, arriving late due to various excuses, dishonesty in the school canteen, and disrespecting teachers, highlight the discipline problems within the school. The research objectives are to explore these disciplinary issues and evaluate the effectiveness of the counseling interventions. Data were collected from counseling guidance teachers and students through interviews, observations, and documentation, with data analysis involving data reduction, presentation, and drawing conclusions. Triangulation methods and sources were used to ensure data validity. The findings revealed that the discipline among students at SMP N 2 Gamping is lacking, and counseling guidance teachers are actively working to reduce these behaviors through various strategies. These strategies include providing direction and warnings, collaborating with school administrators and parents, and offering individual and group counseling with discussion techniques.

Key words: Guidance and Counseling Teacher, Maladaptive Behavior, Junior High School Students

INTRODUCTION

The development of individuals, particularly adolescents, is a critical phase where they must meet various developmental tasks, including social, emotional, and academic adjustments. During this phase, adolescents often face challenges that can lead to maladaptive behaviors, such as skipping school, dishonesty, and non-compliance with rules. In the school environment, the role of guidance and counseling teachers is crucial in helping students overcome these challenges and guiding them toward developing more positive behaviors. However, despite the importance of this role, the efforts of guidance and counseling teachers in addressing maladaptive behaviors among students have rarely been the primary focus of research. Previous studies, such as those by McDonald (2018), emphasize the importance of individualized approaches in counseling to help students cope with emotional issues, while Nurmasari & Ramdhani (2023) found that collaboration between teachers, parents, and students can enhance the effectiveness of counseling services.

This study aims to explore and evaluate the efforts of guidance and counseling teachers at SMP Negeri 2 Gamping in reducing students' maladaptive behaviors, with specific objectives to identify common maladaptive behaviors, analyze the strategies implemented by guidance and counseling teachers, and assess the effectiveness of both individual and group counseling interventions. Theoretically, this research is expected to contribute significantly to developing guidance and counseling practices. At the same time, practically, the findings can provide educators and parents with insights into the importance of collaboration in addressing students' maladaptive behaviors and serve as a reference for other schools in designing more effective counseling programs.

The transition from childhood to teenage years gives individuals new developmental tasks, which causes teenagers to show different behaviours (Khairunnisa & Hartati, 2015). If an individual can successfully fulfil his developmental tasks well without causing disturbance or harm to the surrounding environment, this is called "well adjusted". On the other hand, if an individual fails a developmental task, it is said to be "maladjusted" or maladjusted (Tubagus et al., 2020). Adaptive behavior refers to actions that are appropriate and effective in responding to the environment and the situations encountered (Triyanto dkk., 2015). In line with the definition above, Daulay (2021) explains maladaptive behaviour as any behaviour that has dangerous consequences for the individual concerned and the social environment due to ignorance, inability to respond or respond to stimuli at the right time and place, or dysfunctionality.

Meanwhile, maladaptive behaviour is the behaviour of someone who cannot express their experiences positively (Tubagus et al., 2020) or cannot adapt to their surroundings naturally and cannot adapt according to their age development stage (Daulay, 2021). Violations of school rules are a clear manifestation of maladaptive behavior in adolescents who are also students. This behavior reflects an inability or unwillingness to adapt to the expected norms and standards within the school environment.

During adolescence, individuals face numerous developmental challenges, including the need to establish independence and identity, sometimes resulting in rebellious or non-compliant actions. When students repeatedly violate school rules, it may indicate underlying issues such as difficulties managing emotions, peer pressure, or conflicts with authority figures (Oktaviani et al., 2024). Addressing these violations through targeted interventions, such as counseling and behavior modification strategies, is crucial in helping students develop healthier coping mechanisms and, ultimately, fostering a more positive and adaptive approach to school life and beyond.

Some data on violations of school rules in Indonesia are pretty high. In Indonesia, smoking among students is a significant public health issue, with data revealing that 43.3% of students are smokers (Felicia Rizki T et al., 2024). This high prevalence is concerning, especially considering that smoking behavior often begins during adolescence, with many young individuals influenced by peers and environmental factors (Deva et al., 2024). Additionally, Central Java has reported various rule violations among students, including fighting and theft, which may be linked to broader behavioral issues within this demographic (Rosilawati et al., 2024). The examples above that are owned by students are not appropriate or contrary to the norms that apply in society. Maladaptive behaviour by students at school often cannot be avoided, even with good teaching. This is especially true due to environmental factors outside of school, which parents or teachers cannot directly monitor.

Internal and external factors cause the behaviour of students. Internal factors that can influence maladaptive behaviour are attitude and personality; a person's age and gender can influence these two things. Adolescence is marked by significant psychological and social changes, such as identity exploration, emotional fluctuations due to hormonal shifts, and strong peer influence. Emotional instability and the pressure to fit in with peer groups often make teenagers more susceptible to aggressive or brutal behavior. Additionally, conflicts with authority figures and exposure to media depicting violence further reinforce this tendency (Rahmah et al., 2023). The combination of these factors creates a complex dynamic where teenagers sometimes react impulsively or excessively, leading them to behave in ways that deviate from social norms. External factors influenced by the family environment, community environment and peers can influence the formation of behaviour in adolescents (Khairunisa & Hartati, 2015). Maladaptive behaviors such as skipping class, tardiness, dishonesty, and disrespect toward teachers contradict the "*Tujuan Pendidikan Nasional*" which emphasize the importance of character development and social intelligence, not just academic excellence. These behaviors hinder students' moral and social growth, making it essential to address them so that students can become individuals of integrity who contribute positively to society, aligning with the goals of national education. Baru Education provided by schools is a continuous and never-ending process so that it can produce sustainable quality with the aim of human realization in the future and is rooted in the nation's cultural values (Sujana, 2019). To address the issue of maladaptive behaviors such as skipping class, tardiness, dishonesty, and disrespect toward teachers, schools must actively work to instill positive values through both school culture and targeted interventions. These behaviors, which deviate from the "*Tujuan Pendidikan Nasional*" that emphasize character development and social intelligence, not only hinder academic performance but also compromise the students' moral and social growth. As such, schools must adopt a holistic approach to discipline, integrating the reinforcement of ethical values into the daily school culture (Sobri et al., 2019).

In this context, the role of the school counselor becomes vital. According to Lubis (Amani, 2018), counselors play a crucial role in helping students achieve an ideal life by addressing personal challenges, guiding career decisions, and enhancing mental well-being. Counselors can work closely with students to address the root causes of maladaptive behaviors, providing them with the necessary support to overcome these challenges. By fostering a strong counselor-student relationship, schools can create a supportive environment where students not only excel academically but also develop the social and emotional skills needed to contribute positively to society. Thus, the counselor's role is essential in aligning the students' behavior with the broader goals of national education, ensuring they grow into well-rounded individuals. Guidance and counselling are an integral and inseparable part of the educational process and contribute to the success of the educational process in schools, especially in forming student attitudes and behaviour (Taher, 2021). This means that the education and learning process at school will only obtain optimal results with the support of guidance and counselling services. One form of effort made by schools to overcome maladaptive behaviour can be through guidance and counselling services. Guidance and counselling teachers (BK) in Permendiknas Number 27 of 2008

concerning Academic Qualification Standards and Counselor Competencies are Bachelor of Education (S-1) in guidance and counselling and have passed the Professional Education for Guidance and Counseling Teachers/Counselors. That way, BK teachers can provide assistance and guidance to students through Guidance and Counseling services so that students can develop optimally and independently.

The phenomenon obtained by researchers at SMP Negeri 2 Gamping aligns with the title, "Counseling Guidance Teachers' Efforts in Reducing Students' maladaptive Behavior At SMP Negeri 2 Gamping".

METHODS

The method used in this research is descriptive with a qualitative approach. According to Moleong (2017:6), qualitative research intends to deeply understand the phenomena experienced by research subjects, such as behaviour, perceptions, motivations, actions and so on, by describing them in words and language. The subjects in this research were three SMP Negeri 2 Gamping students with the initials EAG, GAP, and MTM and one BK teacher with the initials MSS.

The data collection instruments in this research use observation, interview and documentation techniques and the researcher, as a data collection tool, uses the Miles and Huberman data analysis technique, which means that activities in qualitative data analysis are carried out interactively and take place wholly and continuously so that the data is saturated when checking the validity of the data it is done by comparing the data from the observations or observations with the results of the interview and comparing the data from the interview with the contents of a document.

The three main stages in this study begin with data reduction, where the researcher filters and focuses on the information obtained during the research, concentrating only on aspects that are deemed important and relevant to the research objectives. This process helps to simplify complex and extensive data, making it easier to manage. Second, after the data is reduced, the researcher proceeds with data presentation, where the simplified information is organized and narrated to provide a clearer picture of the research findings. Finally, the researcher draws conclusions based on the presented data, considering patterns or relationships that emerge from the previous analysis, thereby offering a deeper understanding of the phenomenon under investigation.

RESULTS AND DISCUSSION

Adolescents have several psychological burdens, including feeling bored and tired, sensitive and awkward, struggling to find their identity, easily confused and doubtful, lots of fantasies, friendship problems, love problems, sexual urges, and parental deprivation (Singh dkk., 2024). The following is the guidance and counseling teacher's efforts to reduce students' maladaptive behavior:

1. Description of truant behaviour

Several students have been caught engaging in truant behaviour during class hours. The action from the school explained by the guidance and counselling teacher regarding truant behaviour carried out by students was that the school had given directions to shop owners around the school not to accept students during class hours, and the school had also often checked or raided places where they used as a location for skipping students. Students often engage in various activities when skipping class, including smoking, eating, playing games, and interacting on social media (Mejia dkk., 2021).

Students' truant behavior is caused by 2 factors, internal and external factors. Internal factors include low learning motivation (Ardiyanti & Pratiwi, 2018), not fulfilling the tasks given by the teacher, arriving late, and being bored with lessons. Meanwhile, external factors include the influence of friends' invitations, lack of family support (Khairunnisa & Hartati, 2015; Sofa, et al, 2023), lack of parental supervision, and lack of supervision from the school (Purnamasari & Muis, 2018). The factors that cause truant behavior shown by students at SMP Negeri 2 Gamping are the influence of friends and the school environment, lack of consistency in school rules, lack of parental attention at home.

The efforts of Guidance and Counseling (BK) teachers to reduce truancy among students at SMP Negeri 2 Gamping involve a holistic approach, such as enhancing learning motivation through

individual counseling, collaborating with teachers to create an engaging learning environment, and strengthening collaboration with parents through parenting programs. Additionally, reinforcing school rules and ensuring consistent supervision are crucial, along with programs that promote positive interactions among students to counteract negative peer influences. This approach can help reduce truancy and foster positive behavior aligned with the national education goals.

2. Coming to school late

One of the maladaptive behaviours students carry is coming to school late (Khairunnisa & Hartati, 2015). The behaviour of coming late to school is one of the maladaptive behaviours that is often found in all educational institutions. SMP Negeri 2 Gamping teaches its students to live a disciplined life. They have strict rules regarding school entry times, namely at 06.30 the school gates are closed. However, based on observations, researchers often found that students often went to school late; they came for various reasons, such as flat tyres, stomach aches, waking up late and others. Coming late to school can have fatal consequences. Students cannot attend lessons for several minutes or even several hours of lessons. This will disrupt the learning process for other students because students who have just arrived will take the attention of students who are already focused on the lesson. How to discipline students who come late, SMP Negeri 2 Gamping provides several sanctions, namely singing the National Anthem of Indonesia Raya in the school field. The implementation of sanctions is carried out by the school order department in collaboration with the school counsellor.

3. Honesty

Honesty is a necessary trait in everyday life. This honest nature is ingrained in a person. However, it would be better if this honest attitude was trained from childhood so that you get used to it when you grow up. Especially in a school environment, honesty is fundamental, but there are still students who have bad traits; for example, when students eat snacks in the school canteen, one student often takes food and does not even pay for what he has taken. This is related to the function and purpose of school education as social control. Moral education is used to reduce individual selfishness and greed to become integral human beings who have responsibility and social awareness (Sujana, 2019).

Guidance and Counseling (BK) teachers encourage honest behavior among students through an integrated approach that combines moral education and supervision. One of the efforts is to implement systematic moral education, where students are given a deep understanding of the importance of honesty as a fundamental value in everyday life. BK teachers conduct group or individual counseling sessions that emphasize the consequences of dishonest behavior and the importance of social responsibility. Additionally, BK teachers collaborate with the school to strengthen rules and supervision within the school environment, such as in the cafeteria, and involve students in programs that promote honesty, such as rewards for honest behavior or activities that foster integrity. Through this approach, BK teachers can help students internalize the value of honesty and apply it in their daily lives, in line with educational goals aimed at shaping individuals who are socially responsible and possess integrity.

4. Courtesy

Based on interviews with students and guidance and counselling teachers at SMP Negeri 2 Gamping, the maladaptive behaviour at SMP Negeri 2 Gamping was truancy, late coming to school, politeness, and honesty. The causes of students engaging in maladaptive behaviour are dominated by their social environment with peers. This maladaptive behaviour is detrimental to students, such as disrupting class learning and not being promoted to grade. What BK teachers do to overcome students' maladaptive behaviour is by providing individual counselling or group counselling to students. Each individual's response can be different due to different experiences and backgrounds. The indicated responses are derived from vulnerability, severity, fear, self-efficacy, and response efficacy. Maladaptive behaviors such as hopelessness, wishful thinking, avoidance, and fatalism can significantly hinder an individual's development and well-being, particularly in adolescents. Research indicates that these behaviors are common among students and are often exacerbated by social and family factors, leading to negative mental health outcomes (V U, 2023).

The results of interviews with guidance and counselling teachers found problems with student discipline, which caused students to engage in maladaptive behaviour, so the services provided by guidance and counselling teachers were ineffective. This is proven when students

realize their mistakes only when given guidance and counselling services. After the students finished counselling, the students repeated their mistakes. The guidance and counselling teacher's efforts to provide information services are carried out during guidance and counselling class hours, the guidance and counselling teacher provides individual counselling, the guidance and counselling teacher call parents or guardians of students, and the guidance and counselling teacher collaborates with the principal, homeroom teacher and guardian of students who behave maladaptively (Purnamasari & Muis, 2018).

Schools and guidance and counselling teachers can also build students' disciplinary character through school culture, such as arranging school artefacts that support the formation of disciplinary character, such as providing rubbish bins in each class and discipline boards, routine ceremonies at school, school rules and regulations that are enforced for both students and students. Teachers have the same values and beliefs as the school community in the school's vision and mission (Sobri et al., 2019). Treatment carried out by guidance and counselling teachers can take the form of treatment or providing sanctions or punishments (Ardiyanti & Pratiwi, 2018).

The research at SMP Negeri 2 Gamping reveals that the efforts of guidance and counseling teachers (Guru BK) to reduce maladaptive behaviors, such as truancy, dishonesty, and disrespect, face significant challenges. Despite implementing strategies like information services during counseling hours, individual counseling sessions, involving parents, and collaborating with school staff, the results have been largely ineffective. Students tend to realize their mistakes only during counseling but often repeat the same behaviors afterward, indicating that the interventions lack lasting impact. This ineffectiveness is further exacerbated by a school environment that may not sufficiently reinforce the lessons learned in counseling. Building a strong school culture that consistently promotes discipline, through visible symbols, routine activities, and strict enforcement of rules, is crucial in supporting the guidance and counseling efforts. Additionally, enhancing follow-up strategies, increasing parental engagement, and employing a holistic approach that combines individual and group counseling with school-wide initiatives can help address the root causes of these maladaptive behaviors and foster a more disciplined and responsible student body, aligning with the broader goals of national education.

CONCLUSION

Based on the research results found and analyzed at SMP Negeri 2 Gamping, it can be concluded as follows. 1) Maladaptive behaviour carried out at school by students, namely the behaviour of playing truant at the food stall, being late for school because of a flat tyre, stomach ache or oversleeping, lack of honesty in the school canteen, students taking food but not paying, and being rude to teachers. 2) In order to reduce maladaptive behaviour, Guidance and counselling teachers use individual and group counselling services.

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