

THE ROLE OF THE COUNSELING TEACHER IN DEVELOPING

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**THE ROLE OF THE COUNSELING TEACHER IN DEVELOPING
THE VALUE OF TA'AWUN (MUTUAL HELP)
INCLUSIVE EDUCATION INSTITUTIONS**

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Abstrak

This interview study reports on the experience of 7 Guidance and Counseling teachers developing the value of helping inclusive madrasah students in West Sumatra, Indonesia. Data was collected employing semi-structured interviews to explore the experience of the counseling teacher. Data were analyzed by thematic content analysis. The results of the study show two general findings, namely that Guidance and Counseling teachers play a role in fostering an attitude of helping students in inclusive education institutions through orientation services and individual counseling. Besides that, Guidance and Counseling teachers collaborate with religious teachers in charity activities such "As Sedeqah Fridays which are collected from both ordinary students and special needs children. This study emphasizes the importance of Guidance and Counseling teachers receiving technical training in educating children with special needs.

Keywords: *School counselors, Inclusive schools, Children with special needs*

Introduction

The issuance of Law Number 8 of 2016 by the Ministry of State Secretary (2016) regarding persons with disabilities (Sekretaris Negara, "UU Nomor 8 Tahun 2016," 2016) and Government Regulation Number 13 of 2020 by the Cabinet Secretary Ministry (2020) which regulates the implementation of inclusive education to clarify education guarantees for persons with disabilities, explained that schools must accept children with special needs to study with ordinary students in schools with inclusive education programs. The goal is for Children with special needs to obtain quality education and be successful in carrying out their developmental tasks. Problems that often occur as stated by Sukadari (2020) are that there are still many children with special needs (96.3%) in Indonesia who

have not received the right to education. This is caused by (1) the economic conditions of less supportive parents; (2) the distance between the house and the Special School (SLB) is quite far, and (3) public schools are reluctant to accept children with special needs for various reasons. With this government regulation, children with special needs education rights that have been neglected so far can be equated with other normal students (Sukadari, 2020)

The task of teachers, both Guidance and Counseling teachers and subject teachers as educators is not an easy thing. Various difficulties will be encountered related to dealing with students. The difficulty will be felt when teachers teach in inclusive educational institutions. This is because there are two types of students studying at the institution. First, normal students who physically and physically have no obstacles in receiving learning because they can communicate both verbally and nonverbal. It is different with ABK where they are students who experience obstacles in the learning process. This causes teachers in inclusive education institutions to be required to have the skills to educate students with special needs and normal students in one time and one space.

Research on the role of Guidance and Counseling teachers in inclusive education has been widely studied by previous researchers. Lattu (2018) found that the role of BK teachers in inclusive schools is to help students with special needs in achieving the task of social development (Lattu, 2018; G Nugroho, 2021) reveals the role of Guidance and Counseling teachers, among others, to carry out assessments, implement, and evaluate the achievements of Guidance and Counseling services. Yulawanti (2020) concludes that the important thing that must be done by school counselors in inclusive schools is regular bottling with subject teachers and special assistant teachers. Research problems related to the role of Guidance and Counseling teachers in inclusive schools in previous studies have not revealed the experience of Guidance and Counseling teachers developing a helping attitude between the two types of students in inclusive education units. Disclosure about the attitude of helping students in inclusive education units is interesting and important because there is a growing impression that Guidance and Counseling teachers in inclusive education institutions demand more ordinary students to have a helping attitude than children with special needs students. Therefore, the purpose of this study is to narrate the experience of Guidance and Counseling teachers in fostering the nature of helping both ordinary students and special needs students through the formulation of the problem: 1) How do Guidance and Counseling teachers foster an attitude of helping

students in inclusive education institutions? 2) What are the difficulties they face when developing a helping attitude in inclusive education institutions?

Literature Review

Counseling Guidance Teacher

Counseling guidance comes from the English term *Guidance* and *Counseling*. Guidance from the origin of the word guide, with the meaning of showing the way, guiding and leading, as well as giving instructions, and arrangements, Counseling comes from counsel, defined by the form of advice and suggestions in conversation. Thus, counseling will be defined as giving advice; giving advice, and exchanging ideas in conversation. Because of the potential it has, it will be able to find a way out of the problem. As the word of Allah in Surah Ali Imran (3), verses 159-160;

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ إِنَّ يَنْصُرْكُمْ اللَّهُ فَلَا غَالِبَ لَكُمْ وَإِنْ يَخْذُلْكُمْ فَمَنْ ذَا الَّذِي يَنْصُرُكُمْ مِنْ بَعْدِهِ وَعَلَى اللَّهِ فَلْيَتَوَكَّلِ الْمُؤْمِنُونَ

In this verse, it is stated the importance of being gentle and not speaking harshly, as well as forgiving nature so that people do not stay away. Then consult in solving problems and put your trust in Allah by hoping for His help. This verse is following the Guidance and Counseling concept and the characteristics that Guidance and Counseling teachers must possess. To realize this potential, God has given reason, emotion, desire, intuition, etc., with the aim of humans becoming creatures who think and are grateful so that they can independently determine life goals and achieve their goals.

Prayitno (1998) emphasized that counseling focuses its efforts on alleviating individual problems. The essence of alleviating the problem is how independent individuals are in overcoming these problems because they must be realized with the characteristics of independence, namely first, positive and dynamic self-understanding and acceptance. Second, understanding and accepting the environment objectively and dynamically. Third, make decisions in the right direction. Fourth, is self-direction according to the decision taken. Fifth is optimal self-realization (Prayitno, 1998)

To realize the value of ta'awun (please help) in Islam, Guidance and Counseling teachers must plan, implement, evaluate and follow up. For this reason, Guidance and Counseling teachers need to understand the main duties and responsibilities of children with special needs, as stated by Mariatun (2020), among others; a) recognizing special

children with special needs through the test or non-test equipment, b) designing special/inclusive education programs, c) implementing Guidance and Counseling service programs for children with special needs tailored to the type of difficulty, temporary or permanent (Mariatun et al, 2020)

To implement the above program, Guidance and Counseling teachers again, Yuliawanti (2020) need to work together with subject teachers, homeroom teachers, and deputy principals, this is very important because of the integrated role of Guidance and Counseling teachers, developing mentoring skills, and implementing Guidance and Counseling programs effectively aims to optimize the growth and development of children with special needs in inclusive schools. This collaboration is an integral part of education reform in inclusive schools (Yuliawanti, 2019).

Seeing the importance of the duties and functions of Guidance and Counseling teachers in helping children with special needs overcome their problems in inclusive schools, it is necessary to be serious, sincere and work hard and work smart, so that children with special needs feel they are being treated the same as ordinary students so that children with special needs can develop optimally like ordinary students.

Inclusive Education

Inclusive education according to Abdulrahman (2017) is education that includes children with special needs studying together with children of their age in regular schools and the end, they become part of the community, to create a conducive learning atmosphere.

In the principle of implementing inclusive education, the following matters must be considered:

First, is the principle of fairness and quality improvement. The government has the responsibility to develop strategies for equal opportunity to obtain educational services and improve their quality. Inclusive education is one strategy for equal distribution of educational opportunities because inclusive educational institutions can accommodate all children who do not have access to other educational services. Inclusive education is also a quality improvement strategy because the inclusive learning model uses diverse learning methods that reach all children and respect differences. The second is the principle of individual needs. Every child has different abilities and needs, therefore educators must try to adapt to the child's condition. **Third**, the principle of meaning, inclusive education must create and maintain friendly classroom communities that accept diversity and respect differences. **Fourth**, the principle of sustainable, inclusive education takes place continuously at all levels of education. Fifth is the principle of implication. The implementation of inclusive education must involve all stakeholders.

Furthermore, Mareza (2016), argues that the support of facilities and sustainable socialization also have an important role in developing the creativity of children with special needs in producing work (Mareza, 2016). Seeing the principles of inclusive education and the need for support facilities will have an impact on the effectiveness and efficiency of optimizing the results received by children with special needs.

4 pillars in education can help children with special needs in carrying out their learning tasks. Among others as stated by Prayitno are; knowledge, skills, independence, and the ability to adapt to the environment and be able to work together (Sunanto J, 2000). In this regard, children with special needs also have the right to receive proper treatment in education. As the word of God in the letter An-Nur (24); 61.

لَيْسَ عَلَى الْأَعْمَى حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ وَلَا عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ أُمَّهَاتِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ أَعْمَامِكُمْ أَوْ بُيُوتِ عَمَمِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ خَالَاتِكُمْ أَوْ مَا مَلَكَتْ أَيْمَانُكُمْ مِمَّا خَلْتُمْ أَوْ يَنْتَهَى إِلَيْكُمْ مِنْ قِبَلِكُمْ لَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَأْكُلُوا جَمِيعًا أَوْ أَشْتَاتًا ۚ فَإِذَا دَخَلْتُمْ بُيُوتًا فَاسْلُمُوا عَلَى أَنْفُسِكُمْ تَحِيَّةٌ مِنْ عِنْدِ اللَّهِ مُبْرَكَةٌ طَيِّبَةٌ ۚ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَعْقِلُونَ

In the verse above, Allah explicitly says that there is no obstacle for children with special needs or sick to gather without discrimination and must be treated equally. This is under the pattern of inclusive education that unites special needs children with ordinary children studying together in one class. When viewed from the Asbabunnuzul the verse above came down because Arabs hate eating with disabled people, such as; lame, blind, deaf, etc.

The need for children with special needs, as stated by Ginnis (1995) says that the needs of children with special needs are the same as other children, namely physical and spiritual needs. The indicators for resolving children with special needs problems are:

Rarely surprised by difficulties, (b) seek partial solutions to problems, (c) believe in future control, (d) enable continuous innovation, (e) stop negative thinking, (f) increase appreciation power, (g) use imagination to shape success, (h) believe in almost limitless measurable possibilities, (i) enjoy exchanging good news, (j) promote love in life, (k) accept what cannot be changed (1995).hlm.38.

Empirical facts prove that so many children with special needs have shown their abilities like normal people, even more than normal people.

Ta'awun (Mutual help)

Humans are social creatures who cannot live alone and need other people to meet their needs. For this reason, it is necessary to help each other to help fellow human beings.

No one can survive without the help of others, no matter how perfect and rich he is. Especially if an individual has limitations both physically and mentally, such as a child with special needs. Then the Qur'an explains that humans have nothing to lose if they help other people, even this is a sign of faith, good deeds, and devotion to Allah SWT. from the attitude of helping, as said by Primadata (2019) there will be deep empathy or high awareness if these limitations are experienced by him, and this will be able to eliminate stigma, discrimination, and labeling on crew members. As the word of God in the letter At Taubah (9); 71;

وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ أُولَئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

The above verse emphasizes that those who believe are helpers for those in need, besides enjoining good and forbidding evil, establishing prayers and paying zakat, obeying Allah and the Messenger and these are signs of Allah's might. People who can do good help are those who are obedient to Allah and His Messenger, sincere solely in seeking His pleasure

The above is reinforced by Munawwaroh (2019) that helping what is done with the heart will bring peace and the people being helped will also feel comfortable, so that the problems experienced can be resolved thanks to this assistance, because something that has been given with sincere intentions, without expecting anything in return, will be rewarded by Allah with double goodness. For that, we need a figure who becomes an example in developing the value of helping, and exemplary can be used as the main method in character education, especially religious character.

Research Methods

This study is an interview study that explores the experience of Guidance and Counseling teachers in fostering a helping attitude among students in inclusive schools. Kvale (2008) states that interviews allow researchers to explore participants' activities, experiences, and opinions in their language. Guidance and Counseling teachers have different experiences with each other, related to the dynamics of dealing with two different types of students but being served at the same time.

Participants

No	Name of School	Amount BK teacher	Gender	
			Male	Female
1	MAN 2 Payakumbuh	7	3	4

The participants in this study were 7 Guidance and Counseling teachers consisting of 3 men and 4 women. Participants were recruited through several stages. First, the research team contacted the head of the guidance and counseling teacher council (MGBK) of Payakumbuh high school to help recruit participants. Second, the team submitted a research recommendation letter to the IAIN Curup Research and Community Service Institute. Third, the team presented the research plan at the MGBK monthly meeting. 7 school counselors are willing to participate. They were asked to fill out a statement of willingness to participate in the process during the study. The letter is signed on stamp duty.

Procedure

For this research to run well, the researcher established several procedures, including:

First, the researcher determines the task of the research team. Researchers one and two acted as interviewers, taking notes and analyzing the results of the interviews. The third researcher was given the task of compiling a written interview format and sending it via a google form, arranging the implementation time, preparing activities, documenting, and transcribing the results of the interviews,

Second, semi-structured interviews are planned for 4 meetings, starting from May 1 to May 30, 2021. The time and place of implementation are according to the agreement and each session is a maximum of 2-3 hours. Before the interview process started, the research team explained the research objectives and methods in detail to the participants, the risks involved in participating in the research, the confidentiality of the recordings and field notes obtained from the participants, and the right to stop or continue as a participant whenever they wished, and the existence of WA groups as a means of information.

Data Collection

Data collection steps include (1) sending written interviews to participants via google form; (2) Exploration of the results of the written interview through semi-structured interviews covering the experience of school counselors developing a helping attitude among students in inclusive madrasah and reflection on Guidance and Counseling teachers on these experiences. The interview questions included how the guidance counselors developed an attitude of helping and what difficulties they experienced when developing this attitude. The data is classified into three parts, namely: (1) information about the background of the counseling teacher; (2) Guidance and Counseling teacher's efforts; (3) difficulties faced by Guidance and Counseling teachers.

Data Analysis

The data in this study were analyzed thematically concerning the analysis that aims to understand what respondents told about their experiences as guidance counselors when developing the value of helping in inclusive schools and identify those experiences based on the established themes. To understand the meaning and discourse of the story, interview transcripts were read over and over and coded according to themes and sub-themes. The data analysis procedure refers to J Moleong Lexy (2002: 89) which consists of: 1) Listen to recorded interviews to find important themes; 2) Rewrite the interview transcript in a format to facilitate the coding and classification process; 3) Interpret interview data; 4) Invite participants and expert researchers to provide feedback on data interpretation

Result and Discussion

This study resulted in two themes of findings, including (1) the growth of a helping attitude towards students in inclusive educational institutions is carried out through counseling guidance services such as orientation services and individual counseling services; (2) fostering an attitude of helping students in inclusive educational institutions is carried out through the collaboration of Guidance and Counseling teachers and religious teachers.

The development of the value of Ta'awun (mutual help) is carried out through orientation services for the introduction of houses of worship

The policy of inclusive schools that combines ordinary students and special needs in one school is something new for some school counselors. They have to serve two types of students, namely children with special needs who have difficulty in social interaction and ordinary students who do not have difficulty in learning. Mariatun, Munir, and Metia (2020: 6) stated that Guidance and Counseling teachers have a role in developing the potential of all students, namely who and regardless of conditions. For anyone who needs Guidance and Counseling services, then Guidance and Counseling teachers are obliged to serve them. In addition, they are also required to work following applicable regulations and guidelines. Therefore, the counseling services that they carry out for both ordinary students and special needs must still refer to the services that have been set by educational

institutions under applicable regulations. ordinary students and children with special needs. This was revealed by the participants in the following interview:

In the orientation service, I introduced the classroom, prayer room, library, teacher's room canteen, and the principal's office to all students, both ordinary students, and special needs students. From my observation, ordinary students are a bit more demanding than ABK, besides he learns for himself, he also has to be a peer tutor to help children with special needs in getting to know what's in school. Sometimes they look bored. To get to know one object, the process is repeated. After being given an understanding that helping other people is worship and one day we will also be helped by others, finally, they can accept it. For the next day, the help-help activities were able to be carried out without the supervision of the BK teacher because they were asked to write down, wherever they walked, the characteristics of what objects they knew and with whom they walked. In this case, of course, the ones who are being pressured a lot to help are ordinary students (Teacher Guidance and Counseling Teacher 1, Interview, 7 July 2021)

The value of helping in the orientation service is included through the introduction of places of worship. The mosque and madrasa are separated by a fairly busy highway. This will certainly be dangerous for students when crossing the road to the mosque, especially for children with special needs who have limited vision. I trained them to go in groups and I asked for the crew members to be flanked in the middle of the regular students. (Teacher Guidance and Counseling Teacher 2, interview, 7 July 2021)

The growth of a helping attitude in orientation services is more for ordinary students. However, it can still be done on crew members. In this case, I usually align the crew ratio and feel at the end of the onboarding service. I will emphasize that ABK must be grateful to friends who have helped them. Gratitude is also a kindness like kindness from friends who helped them in their studies. They must become responsible and independent students so that later they will help others. Usually, I invite them to imagine how happy it is to be able to help others. Sometimes I feel tired of teaching children with special needs but what can I do, I have to enjoy doing it.

The interview data above shows that Guidance and Counseling teachers can foster an attitude of helping students through orientation services that emphasize worship values. The development of religious values can be seen through the growing awareness of ordinary students and special needs children about the importance of worship as a form of worship to Allah the creator and at the same time raising the awareness of ordinary students by taking children with special needs together to the mosque. Besides growing togetherness and helping ordinary students with special needs, it also strengthens students' devotion to God, because the creation of man is to serve God, as God says in the letter Az Zariat (51): 56.

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

Meaning: We did not create the Jinn and mankind except to serve Me."

The role of Guidance and Counseling teachers through orientation services is to foster an attitude of mutual assistance to ordinary students with special needs in line with the objectives of BK in inclusive schools. Sandi & Yendi (2018) reported that counseling services in inclusive schools were carried out with various types of counseling services, The aim is for children with special needs to be able to adapt to an inclusive learning environment and can develop with other ordinary students. Sari & Yendi (2018) emphasize that the role of BK teachers through the various services they carry out makes a major contribution to fostering student attitudes and behavior, both ordinary students and special needs students. Even though Village (2018) does not specify the services one by one, it can be concluded that one of these services is the orientation service.

Individual Counseling Service

Individual counseling is one of the counseling services carried out in the form of in-depth interviews between counselors and clients regarding personal problems experienced by clients including social interaction problems which are also related to helping attitudes. This service requires clients to actively speak. Of course, this will be difficult to do with the crew. However, children with special needs who need this service are still accepted by school counselors. They are only given advice. children with special needs will feel comfortable because they can be close to the teacher. The following is an excerpt from the interview given by the Guidance and Counseling Teacher 4 teacher.

I continue to do individual counseling for children with special needs in need. It's just that counseling is done more in the form of advice, on how to be more confident, responsible, study hard, and help out according to one's abilities. Of course, the counseling process is not optimal. It takes the ability to understand their character. The main difficulty is the lack of communication, especially for slow learners and mentally retarded children with special needs. I noticed that children with special needs were happy to meet school counselors because they might feel they could be served more when they shared their feelings, some even wanted to meet with school counselors often, and some even offered to help school counselors bring school counselors home when they got home. I'm just happy to see them willing to help me. (Guidance and Counseling teacher 4, wawnacra, 8 July 2021)

The Guidance and Counseling 4 teacher's statement shows that the presence of Guidance and Counseling teachers is liked by children with special needs and can motivate them to help each other. On the other hand, Guidance and Counseling teachers also feel that the individual counseling services provided are not only able to motivate children with special needs but also ordinary students to help each other. This was expressed by the participants as follows:

Some ordinary students come to ask me for counseling regarding their dislike of children with special needs. According to the student, the crew at his school made him feel irritated and embarrassed by having to be with them. However, after going through the counseling

process many times, the student became good friends with children with special needs at school. In this case, we must understand the character of each of our students so that it will be easier for us to establish communication with them. (Guidance and Counseling 5 teacher, interview 8 July 2021)

The results of interviews with Guidance and Counseling Teacher 4 and Guidance and Counseling Teacher 5, teachers show that Guidance and Counseling teachers must first build good communication with students. Good communication will make it easier for school counselors to approach them. Pramita & Mulyati (2021) state that the creation of a good relationship between students and their teachers will create harmony and comfort in learning. When students are comfortable, they will be open to the teacher regarding the problems they face and this will make it easier for teachers to find solutions to these problems. Furthermore, the results of the interviews also showed that getting to know the character of students, especially children with special needs, is also very important. Unfortunately, not all Guidance and Counseling teachers have these skills. However, this can be overcome with behavior modification skills. This is shown from the results of the Guidance and Counseling 6 teacher interviews as follows:

I don't understand the character of the crew in-depth, which makes it difficult for me to communicate with them. To overcome my weakness, I modify behavior by giving reinforcement and reducing punishment to students. I always remind them that if they study hard, they will go to class, if they are lazy, they will not go to class. ABK students who are diligent in coming to school to study, bring study equipment, participate in learning and help others to strengthen it with a thumbs up and good words. (Guidance and Counseling teacher 6, interview 9 July 2021)

Collaborate with homeroom teachers, subject teachers, and special assistant teachers

Counseling teachers cannot work alone in implementing counseling services. He needs help from various parties, especially homeroom teachers, subject teachers, and special assistant teachers. They can foster an attitude of helping each other through their respective tasks and at the same time can continuously monitor the consistency of changes in student behavior. This is because they have more time to deal with students when compared to Guidance and Counseling teachers. The Guidance and Counseling 1 teacher expressed the problem as follows:

Those who know a lot about changes in student behavior, both ordinary students and special needs children, especially in helping behavior are homeroom teachers, subject teachers, and special assistant teachers. They spend more time with students than I am a BK teacher. Usually, students who have received counseling sessions with me will return to the homeroom or

special assistant teacher and I will monitor the changes in these students through them (Guidance and Counseling Teacher 1. Interview 20 May 2021)

The results of the interview above show that the role of the counseling teacher in fostering student-help behavior in inclusive institutions is more to motivate students, but to make helping a behavior inherent in the student's personality, it must be strengthened by homeroom teachers, subject teachers, and special assistant teachers. This opinion was also expressed by the Guidance and Counseling 7 teacher as follows:

Students are children of all teachers. Therefore, all teachers must be involved and responsible for their children. As a Guidance and Counseling teacher, it is impossible for me to always monitor changes in children's behavior. This is where the importance of cooperation between the Guidance and Counseling group and other teachers to monitor children's behavior (Guidance and Counseling teacher 7, Interview 10 July 2021)

The religious subject teacher is one of the teachers invited by the Guidance and Counseling teacher to collaborate in fostering an attitude of helping students in addition to other teachers through the religious materials they teach.

In cultivating a helping attitude, my religion teacher and I worked together and agreed that we would not only teach religious doctrines but also practice them. One of the religious teachers at the madrasa is trusted to collect zakat for teachers and employees. The collected zakat is used to help underprivileged students, including children with special needs. We convey to students that this is a manifestation of the attitude of helping. Alhamdulillah, ordinary students and special needs students appreciate and make what we do an inspiration for them to help (Teacher Guidance and Counseling 5, interview 10 July 2021)

Conclusions and Suggestion

This study aims to explore the experience of Guidance and Counseling teachers in fostering helpful behavior in inclusive madrasahs. The results showed that even though in inclusive madrasah there were two types of students with different characteristics, namely ordinary students and special needs students, Guidance and Counseling teachers were still able to adapt to them to foster a helping attitude. The growth of a helping attitude can be done through orientation services, individual counseling services, and collaboration with homeroom teachers and subject teachers. The development of a helping attitude through orientation services is based on the consideration that the implementation of orientation services can unite ordinary students and special needs students in one activity. In this case, the attitude of helping can be directly practiced by students where students are usually appointed to be assistants for children with special

needs to recognize objects in the school environment, including the introduction of places of worship.

There are two contributions made by this research. First, empirically, this study considers that the presence of Guidance and Counseling teachers in inclusive madrasahs is not enough to foster a helping attitude among students. Madrasah counselors still need help from homeroom teachers and subject teachers. Second, the theoretical contribution is that the attitude of helping students in inclusive educational institutions can be built through a religious approach. This approach in addition to fostering a helping attitude also increases student worship. Although the role of BK teachers in fostering a helping attitude among students in inclusive madrasah is not fully explained, especially the difficulties faced by Guidance and Counseling teachers, this research can contribute to the development of Guidance and Counseling service policies in inclusive madrasah. It is hoped that further research can consider exploring the difficulties faced by Guidance and Counseling teachers in cultivating an attitude toward helping students in inclusive education institutions.

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