



STRATEGIES OF GUIDANCE AND COUNSELING TEACHERS TO OVERCOME TIME LIMITATIONS IN CLASS ENTRY

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Abstract

This research aims to describe the strategies employed by Guidance and Counseling teachers in addressing time constraints for classroom engagement at Dharma Utama Senior High School. Time limitations have become a significant challenge in delivering services, particularly in ensuring equitable attention for all students. This study adopts a qualitative approach using a case study method. The research subjects include Guidance and Counseling teachers, several students, and relevant subject teachers. Data were collected through in-depth interviews, observations, and documentation. The findings reveal that Guidance and Counseling teachers employ a variety of strategies, including the use of digital technology (such as social media and class WhatsApp groups), providing flexible services outside of regular class hours, and collaborating with homeroom and subject teachers. In addition, they optimize group guidance sessions and schedule classical (whole-class) counseling services. These strategies have proven to be quite effective in reaching a broader range of students despite time constraints. The study recommends stronger institutional support and better integration of guidance and counseling programs with other school activities to enhance the overall effectiveness of counseling services in the future.

Keywords: *Guidance and Counseling; Strategies; Time Constraints.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan oleh guru Bimbingan dan Konseling dalam mengatasi keterbatasan waktu untuk masuk ke kelas di Sekolah Menengah Atas Dharma Utama. Keterbatasan waktu menjadi salah satu tantangan utama dalam pelaksanaan layanan, khususnya dalam memberikan perhatian yang merata kepada seluruh siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian terdiri atas guru Bimbingan dan Konseling, beberapa siswa, serta guru mata pelajaran yang relevan. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru Bimbingan dan Konseling menerapkan berbagai strategi, seperti pemanfaatan teknologi digital (media sosial dan grup WhatsApp kelas), pelaksanaan layanan secara fleksibel di luar jam pelajaran, serta kolaborasi dengan wali kelas dan guru mata pelajaran. Selain itu, guru Bimbingan dan

Konseling juga mengoptimalkan layanan bimbingan kelompok dan konseling klasikal yang dijadwalkan secara teratur. Strategi-strategi tersebut terbukti cukup efektif dalam menjangkau siswa secara lebih luas meskipun terdapat keterbatasan waktu. Penelitian ini merekomendasikan perlunya dukungan kelembagaan yang lebih kuat serta integrasi program Bimbingan dan Konseling dengan kegiatan sekolah lainnya guna meningkatkan efektivitas layanan Bimbingan dan Konseling di masa yang akan datang.

Kata Kunci: *Bimbingan dan Konseling; Keterbatasan Waktu; Strategi.*

INTRODUCTION

Guidance and Counseling (GC) teachers at the senior high school level play a strategic role in supporting students through various stages of their development (Kusumah & Natha, 2020). The main responsibilities of GC teachers include providing personal, social, academic, and career guidance services, all of which are essential in shaping students' character and preparing them to face future challenges (Noviaty, Yuliansyah, & Fauzi, 2018).

At the senior high school level, students' needs for guidance services become increasingly complex (Sani, 2024). They face high academic pressure, identity exploration, social relationship issues, and the demand to begin planning their educational or career paths after graduation (Taseman, 2020). In this context, GC teachers are expected to be responsive facilitators, capable of providing appropriate support and helping students identify and develop their potential (Siregar A. , 2019).

However, in practice, GC teachers often face several challenges, one of the most prominent being time constraints (Daulay, 2022). Many GC teachers do not have sufficient opportunities to enter classrooms on a scheduled basis or to provide comprehensive services to all students (Lubis & Siregar, 2023). These limitations may stem from high administrative workloads, an imbalanced teacher-to-student ratio, or a lack of understanding from the school regarding the importance of integrating GC services into the academic curriculum (Iskandar, 2021).

Such constraints can hinder the effectiveness of guidance and counseling services, which should ideally be preventive and developmental, rather than merely curative (Harahap & Butar, 2023). Therefore, systematic efforts are needed

from schools to strengthen the role of GC teachers through policy support, dedicated time slots in the school schedule, and continuous professional development so they can fulfill their roles effectively (Hasibuan & Purba, 2024).

At Dharma Utama Senior High School, time limitations for GC teachers to enter classrooms have become a significant issue. GC teachers are expected to serve all students fairly and comprehensively, but the large student population, limited counseling hours, administrative duties, and extracurricular demands often become barriers to providing optimal services. As a result, some students may not receive adequate support, either in groups or individually. This situation demands that GC teachers implement effective strategies to continue fulfilling their roles despite time constraints. These strategies may include efficient time management, the use of technology, collaboration with homeroom or subject teachers, and innovation in service delivery. A thorough understanding of these strategies is essential to developing adaptive and responsive GC practices that reflect real-world school conditions.

Previous studies provide useful insights but also reveal research gaps. For example, (Siregar R. , 2014) found that GC teachers used class rotation schedules and group approaches to address time limitations, with a focus on schedule efficiency and large-group services. However, this study was limited to the junior high school level and did not explore the more complex dynamics faced by GC teachers in senior high schools. It also lacked discussion on the use of technology or cross-teacher collaboration.

(Siagian, 2020) studied how GC teachers utilized social media, WhatsApp, and Google Forms to offer online counseling services, helping to reach students more flexibly. While the study emphasized media use, it did not address systematic time management or explore the effectiveness of digital strategies in maintaining personal teacher-student relationships or in-person services.

(Nasution & Siregar, 2023) identified strategies such as student needs assessment, service prioritization, and peer counselor programs to assist GC teachers. However, the focus was more on the shortage of GC teachers rather than

specifically on classroom time constraints, and the study did not clearly explain how these strategies were implemented in daily teaching and learning activities.

From these previous studies, several research gaps can be identified. A lack of focus on the senior high school level, which presents different challenges compared to other education levels. Limited exploration of integrated strategies that combine time management, teacher collaboration, and technology use. Absence of studies that specifically examine the local context of Dharma Utama Senior High School and the real strategies GC teachers use in that setting.

This study offers several aspects of novelty. Unlike previous research that was either general or conducted at other education levels, this study specifically examines the strategies used by GC teachers at Dharma Utama Senior High School a school with unique characteristics, including student population size, class schedules, and specific administrative challenges. This focused setting provides realistic and applicable insights relevant to field practice.

Earlier studies typically discussed GC service strategies in general or highlighted issues such as a shortage of GC teachers. This study, however, explicitly addresses the issue of limited classroom time specifically, the lack of face-to-face time to deliver direct in-class counseling services and how teachers develop strategies to reach students effectively. It does not focus on just one strategy but explores a combination of time management, inter-teacher collaboration, and the use of digital tools and media. This integrative approach reflects the real needs of GC teachers to adapt to multidimensional situations.

By documenting in detail the strategies implemented by GC teachers at Dharma Utama Senior High School, this study has the potential to produce a practical strategy model that could be replicated or used as a reference by other schools facing similar challenges. This adds not only theoretical value but also practical relevance. In summary, the novelty of this research lies in its contextual and integrative approach, which specifically addresses how GC teachers overcome classroom time constraints at the senior high school level, using a combination of underexplored strategies. Therefore, this study aims to examine the strategies

employed by GC teachers at Dharma Utama Senior High School to address time constraints for entering classrooms and to evaluate the effectiveness of these strategies in supporting successful guidance and counseling services in schools.

RESEARCH METHOD

This study employs a qualitative approach with a case study design (Creswell, 2020) to explore in depth the strategies used by Guidance and Counseling (GC) teachers in addressing time constraints in classroom access at Dharma Utama Senior High School. The research focuses on the identification, implementation, and rationale behind these strategies. The research subjects were selected purposively and included the GC teacher, the school principal or vice principal in charge of curriculum, several subject teachers, and students as supporting informants. Data were collected through participant observation, in-depth interviews, and document analysis (Moleong, 2000) to obtain comprehensive insights. Data analysis followed the Miles and Huberman model (Sugiyono, 2022), which involves data reduction, data display, and conclusion drawing and verification. The validity of the data was ensured through source and method triangulation, as well as member checking to prevent misinterpretation (Rizki Inayah Putri, 2023). The flow of this research is as illustrated in the picture below.

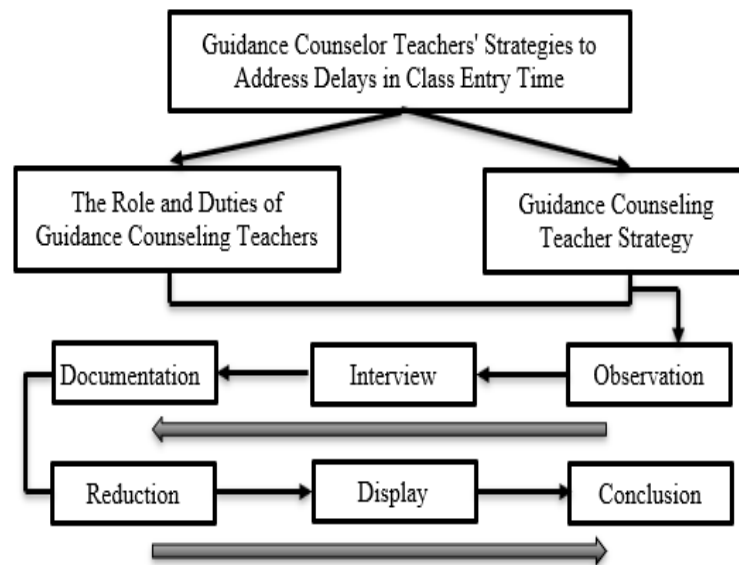


Figure 1. The Flow of the School Counselor's Strategy to Address Time Constraints in Entering Class.

RESULTS AND DISCUSSION

Based on the findings of this research on the strategies used by the Guidance and Counseling (GC) teacher to overcome limited classroom hours at Dharma Utama Senior High School, it can be concluded that the primary role of a GC teacher is to assist students in dealing with personal difficulties or emotional distress that they can no longer handle on their own. At times, the GC teacher utilizes Physical Education (PE) class hours to conduct educational sessions, particularly career guidance for twelfth-grade students. These sessions typically take place after physical activities, when students tend to be more relaxed and open to sharing their feelings or problems. Students often voluntarily approach the GC teacher to talk or seek guidance without any coercion.

It is important to note that the GC teacher at Dharma Utama Senior High School has a dual role not only as a GC teacher but also as a PE teacher. Moreover, at Dharma Utama, the GC program is not yet considered a priority. The school places greater emphasis on programs such as Qur'an memorization and the Pancasila Student Profile. These programs are prioritized over allocating dedicated time for GC services. If GC hours were to be scheduled according to the proper guidelines, it would disrupt the school's overall timetable.

Despite these constraints, the GC teacher, who also teaches PE, strives to provide counseling services even without a designated schedule. The teacher often utilizes free periods or PE class time to conduct individual counseling or provide important information to students. In reality, the GC teacher still manages to find time to connect with students. In addition to this, the GC teacher collaborates with homeroom and subject teachers to monitor student development equitably. When a teacher notices behavioral changes or academic difficulties in a student, they typically report it to the GC teacher. In response, the GC teacher follows up by calling the student in during quieter times to conduct counseling sessions.

Due to limited facilities, individual counseling is often conducted in the teachers' room, which poses several challenges. Other teachers frequently enter the room during these sessions, sometimes interjecting or scolding the student, thereby disrupting the counseling process. This situation makes it difficult for the GC teacher to maintain the confidentiality that is essential in addressing students' personal issues. Consequently, this affects the students' comfort and openness, which in turn impacts the effectiveness of the counseling services.

Although the GC teacher has made efforts to discuss this issue with the principal several times, there has yet to be a concrete solution especially regarding the provision of a dedicated counseling room. The lack of an appropriate space hinders the teacher's ability to fully perform their duties, as the shared room is not exclusively used for counseling and is susceptible to interruptions.

Nevertheless, students at this school do not perceive the GC teacher as a "school police" figure who enforces discipline. On the contrary, they view the GC teacher as a "trusted confidant" with whom they can openly discuss personal issues or feelings. This is evident in the interactions observed during the research. Many students were seen visiting the teachers' room during breaks or PE hours to seek out the GC teacher, expressing a genuine desire to share stories, concerns, or challenges they were facing entirely of their own volition.

The researcher also noted that students seemed more comfortable talking with the GC teacher in a relaxed setting, such as during free periods or outside of

formal class hours. This indicates that guidance and counseling services still take place, albeit informally and depending heavily on situational factors. When students initiate these interactions, it often reflects a strong need for support. These interactions are typically spontaneous, with no set schedule or official rules governing them. As a result, the GC teacher does not prepare formal Service Implementation Plans in accordance with standard regulations, because the delivery of guidance and counseling services relies largely on flexibility and responsiveness to students' needs in real-time situations.

DISCUSSION

Limited classroom time is one of the main challenges faced by Guidance and Counseling (GC) teachers at Dharma Utama Senior High School in providing optimal services to students. The tight class schedule and limited time allocation specifically for GC teachers have reduced opportunities for classical guidance and group counseling sessions in class. This situation has driven GC teachers to implement various adaptive and creative strategies to ensure that students' needs are still met.

The strategies include flexible counseling schedules, both face-to-face and online, allowing students to access services even outside school hours. GC teachers also utilize digital platforms such as WhatsApp and Google Meet to provide e-counseling services, which have proven more efficient in reaching students who are unable to attend in person. In addition, GC teachers at Dharma Utama Senior High School integrate counseling materials into various school activities such as flag ceremonies, character-building projects, and religious development programs, ensuring that guidance messages are delivered even without formal classroom meetings. Thematic group guidance sessions are also conducted at adjusted times, targeting students with similar issues, such as time management or discipline.

Equally important, GC teachers actively collaborate with homeroom and subject teachers to carry out early detection of students who may require services. Information from other teachers serves as an important preliminary data source to

follow up on students more accurately and efficiently. By implementing these strategies, GC teachers at Dharma Utama have significantly overcome the limitation of instructional hours. Counseling services continue to be effectively provided, and students still receive the support they need in both their learning process and personal development.

Research by (Amalia & Khaira, 2022) states that time constraints are a major challenge for GC teachers in delivering individual counseling services. To address this, GC teachers can adopt effective scheduling strategies, such as allocating time before or after school hours and utilizing online communication technologies. Additionally, priority is given to students in urgent need of assistance, and a group approach can be applied to issues affecting several students. Collaboration with other professionals can also help reduce the workload of GC teachers.

Meanwhile, research by (Kholiyati, 2022) focused on addressing students' tardiness to class. Through group counseling using sociodrama media, the study found that this approach was effective in increasing students' awareness of the importance of punctuality. The results showed a decrease in tardiness from 40% to 30%. Further, (Astuti, 2022) examined the efforts of GC teachers in improving students' time management at SMP Negeri 1 Kota Gajah, Central Lampung. The study indicated that GC teachers prepared services in accordance with procedures, conducted classical guidance to help students understand the importance of time management, and carried out evaluations and follow-ups to monitor student progress.

(Prasetya & Prasetiawan, 2022) researched the role of GC teachers in managing students' study time during the Covid-19 pandemic. Their study revealed that GC teachers played a role in helping students manage study time both at home and school, while also providing emotional support to cope with stress due to changes in schedules and learning methods. In another study, (Harahap & Nasution, 2023) examined the efforts of GC teachers in addressing student anxiety related to new school regulations requiring students to arrive by 5 a.m. Through individual

and group counseling services, students were given understanding and support to help reduce anxiety surrounding the new rule. In conclusion, the strategies implemented by GC teachers to address limited classroom time include effective scheduling, group approaches, technology utilization, collaboration with other professionals, and emotional support for students. These approaches are expected to improve students' punctuality and their ability to manage time effectively.

CONCLUSION

Limited time outside of class hours poses a major challenge for Guidance and Counseling (GC) teachers at Dharma Utama Senior High School in delivering optimal services to students. Constraints on time hinder individual and group counseling, affecting the ability to monitor students' development thoroughly. To address this, GC teachers implement flexible strategies such as scheduling sessions during breaks, conducting group counseling for efficiency, and using digital tools like WhatsApp and e-learning platforms for online support. They also collaborate with school staff to integrate counseling into academic activities, ensuring more effective time use. Regular evaluations are conducted to improve these strategies, helping to maintain the quality of services despite time limitations. Overall, the success of these efforts relies on the flexibility, creativity, and collaboration between GC teachers, students, and the broader school community.

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