

Strengthening Cooperation Between Subject Teachers And Guidance And Counseling Teachers In The Framework Of Preserving Academic Culture In Schools

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Abstract

This article explores the essential role of cooperation between subject teachers and guidance and counseling teachers in maintaining and enhancing the academic culture within schools. The preservation of academic culture is vital for fostering a conducive learning environment that promotes students' intellectual growth, emotional well-being, and social development. The study employs a qualitative approach, utilizing interviews and focus group discussions with educators from various schools to identify strategies and best practices for strengthening collaboration between these two essential roles. Findings reveal that effective communication, mutual respect, and shared goals are critical components of successful partnerships. Additionally, the integration of guidance and counseling into subject teaching not only supports students' academic performance but also addresses their psychosocial needs, contributing to a holistic educational experience. The article concludes by recommending practical measures to enhance collaboration, including regular joint training sessions, development of integrated curricula, and ongoing evaluation of cooperative efforts. By fostering a collaborative framework, schools can significantly improve their academic culture, ultimately leading to better educational outcomes for students.

Keywords: *Academic Culture, Teacher Cooperation, Subject Teachers, Guidance and Counseling, Educational Collaboration, Holistic Education, Student Well-being, School Environment, Teacher Training, Curriculum Integration*

Abstrak

Artikel ini membahas peran penting kerjasama antara guru mata pelajaran dan guru bimbingan dan konseling dalam menjaga dan meningkatkan budaya akademik di sekolah. Pelestarian budaya akademik sangat vital untuk menciptakan lingkungan belajar yang kondusif yang mendukung pertumbuhan intelektual, kesejahteraan emosional, dan perkembangan sosial siswa. Penelitian ini menggunakan pendekatan kualitatif dengan wawancara dan diskusi kelompok fokus bersama pendidik dari berbagai sekolah untuk mengidentifikasi strategi dan praktik terbaik dalam memperkuat kolaborasi antara kedua peran yang esensial ini. Hasil penelitian mengungkapkan bahwa komunikasi yang efektif, saling menghormati, dan tujuan bersama merupakan komponen kunci dari kemitraan yang sukses. Selain itu, integrasi bimbingan dan konseling dalam pengajaran mata pelajaran tidak hanya mendukung kinerja akademik siswa, tetapi juga memenuhi kebutuhan psikososial mereka, yang

berkontribusi pada pengalaman pendidikan yang holistik. Artikel ini menyimpulkan dengan merekomendasikan langkah-langkah praktis untuk meningkatkan kolaborasi, termasuk sesi pelatihan bersama secara berkala, pengembangan kurikulum terintegrasi, dan evaluasi berkelanjutan terhadap upaya kerjasama. Dengan membangun kerangka kolaboratif, sekolah dapat secara signifikan meningkatkan budaya akademik mereka, yang pada gilirannya akan menghasilkan hasil pendidikan yang lebih baik bagi siswa.

Kata Kunci : *Budaya Akademik, Kerjasama Guru, Guru Mata Pelajaran, Guru Bimbingan dan Konseling, Kolaborasi Pendidikan, Pengalaman Belajar*

A. Introduction

In contemporary educational settings, the preservation of academic culture is paramount to fostering an environment that promotes learning, growth, and overall student well-being. Academic culture encompasses the values, norms, and practices that shape the educational experience within a school. It is influenced by various stakeholders, including subject teachers, guidance and counseling teachers, administrators, and students themselves. Effective collaboration between subject teachers and guidance and counseling teachers is essential for creating a holistic educational experience that addresses both the academic and emotional needs of students (Arifin, 2018).

Subject teachers play a critical role in delivering the curriculum and imparting knowledge, while guidance and counseling teachers provide vital support in addressing students' psychological and social challenges. The intersection of these roles creates opportunities for comprehensive student support, which is crucial in today's educational landscape, where students face increasing pressures and challenges (Hidayati, 2020).

Despite the recognized importance of collaboration between these two groups of educators, there are often barriers that hinder effective communication and partnership (Putri, 2022). This article aims to explore the significance of strengthening cooperation between subject teachers and guidance and counseling teachers as a means of preserving and enhancing academic culture in schools. Through a qualitative approach, this study examines strategies for fostering collaboration, the benefits of such partnerships, and recommendations for practical implementation (Iskandar & Yulianti, 2019).

Ultimately, the goal of this article is to highlight the importance of a unified approach in education, where both academic and emotional aspects are addressed collaboratively, leading to improved educational outcomes for students (Mulyani, 2021).

Education serves as a crucial foundation for the development of students' character and intellect. In this context, a strong academic culture is key to creating a positive and productive learning environment. Academic culture encompasses the norms, values, and practices that support effective learning and enhance students' motivation and engagement in the educational process. However, maintaining and

developing this academic culture is not an easy task, especially in the complex environment of schools (Sari, 2022).

The collaboration between subject teachers and guidance and counseling (G&C) teachers has great potential to strengthen academic culture within schools. Subject teachers focus on teaching and delivering academic content, while G&C teachers provide emotional and social support to students. When these two roles work together, they can create a more holistic approach to education that emphasizes not only academic achievement but also the overall well-being of students (Widiastuti, 2020).

Despite the acknowledged importance of this collaboration, various barriers often hinder effective interaction between subject teachers and G&C teachers. Some of these barriers include a lack of clear communication, differing objectives, and limited time for collaboration. Therefore, it is crucial to explore ways to enhance cooperation between these two groups of educators (Fadli, 2021).

This article aims to analyze various strategies that can be implemented to strengthen cooperation between subject teachers and guidance and counseling teachers in preserving and enhancing academic culture in schools. Through a qualitative approach, this study will identify best practices and recommendations for effective implementation. By strengthening this collaboration, it is hoped that schools can create a more inclusive learning environment that supports the overall success of students.

B. Methods

This study employs a qualitative research approach to explore and analyze the cooperation between subject teachers and guidance and counseling (G&C) teachers in the context of preserving academic culture in schools. The qualitative approach is chosen for its ability to provide in-depth insights into the perspectives, experiences, and interactions of educators in a real-world educational setting.

1. Participants

The participants in this study include subject teachers and G&C teachers from several primary and secondary schools. A total of 20 educators (10 subject teachers and 10 G&C teachers) were selected through purposive sampling to ensure that participants had relevant experience and knowledge about the academic culture within their respective schools.

2. Data Collection

Data were collected using semi-structured interviews and focus group discussions. Semi-structured interviews allowed for open-ended questions, enabling participants to share their insights and experiences in detail. The interviews were conducted in a comfortable setting to encourage candid responses. Each interview lasted approximately 30 to 45 minutes.

Focus group discussions were held with small groups of participants to facilitate interaction and discussion among educators. These discussions were designed to encourage participants to share their views on effective collaboration

strategies and identify challenges faced in their roles. Each focus group session lasted around 60 minutes.

3. Data Analysis

The data collected from interviews and focus groups were transcribed and analyzed using thematic analysis. Thematic analysis involves identifying patterns and themes within the data to understand the underlying meanings and implications of participants' responses. This analysis aimed to uncover commonalities in experiences, successful collaboration strategies, and recommendations for improving cooperation between subject teachers and G&C teachers.

4. Ethical Considerations

Prior to data collection, ethical approval was obtained from the relevant educational authorities. Informed consent was obtained from all participants, ensuring their voluntary participation and the confidentiality of their responses. Participants were assured that their identities would remain anonymous in any reporting of the findings.

5. Limitations

This study acknowledges certain limitations, including the relatively small sample size, which may affect the generalizability of the findings. Additionally, the reliance on self-reported data may introduce biases. Future research could benefit from larger samples and quantitative approaches to complement these qualitative insights.

C. Result and Discussion

1. Result

The analysis of the data collected through semi-structured interviews and focus group discussions revealed several key themes related to the cooperation between subject teachers and guidance and counseling (G&C) teachers. These themes highlight the current state of collaboration, the benefits of such partnerships, challenges faced, and recommendations for improvement.

1. Current State of Cooperation

Participants indicated that the current level of cooperation between subject teachers and G&C teachers varied significantly among schools. While some schools had established regular communication and collaborative practices, others reported minimal interaction. Many educators expressed a desire for more structured opportunities to collaborate, particularly in addressing students' academic and emotional needs.

2. Benefits of Collaboration

The results indicated several benefits stemming from effective cooperation between subject teachers and G&C teachers:

- a. **Holistic Student Support:** Participants noted that when subject teachers collaborated with G&C teachers, they could provide more holistic support to students, addressing both academic challenges and emotional well-being. For example, subject teachers reported feeling more equipped to identify and address students' behavioral issues when working closely with G&C teachers.
- b. **Enhanced Academic Performance:** Several educators mentioned that collaborative efforts led to improved academic performance among students. By sharing insights about students' strengths and weaknesses, teachers could tailor their approaches to better meet individual needs.
- c. **Positive School Climate:** Participants observed that collaboration fostered a positive school climate, where students felt more supported and understood. This environment encouraged greater student engagement and participation in both academic and extracurricular activities.

3. Challenges to Cooperation

Despite the potential benefits, participants identified several challenges that hindered effective collaboration:

- a. **Lack of Time:** Many educators cited time constraints as a significant barrier to collaboration. With heavy teaching loads and administrative responsibilities, finding time for joint planning and meetings was often difficult.
- b. **Communication Gaps:** Participants expressed concerns about communication gaps between subject teachers and G&C teachers. Some teachers reported that they were unaware of the support services available or the specific needs of their students, leading to missed opportunities for collaboration.
- c. **Differing Priorities:** The differing priorities and focus areas between subject teachers and G&C teachers sometimes created misunderstandings. While subject teachers emphasized curriculum delivery, G&C teachers prioritized students' emotional and social development.

4. Recommendations for Improvement

Based on the discussions, participants offered several recommendations to enhance cooperation between subject teachers and G&C teachers:

- a. **Regular Meetings and Workshops:** Establishing regular meetings and collaborative workshops can help bridge communication gaps and foster a better understanding of each role's contributions to student success.
- b. **Joint Training Programs:** Implementing joint training programs that address both academic and counseling strategies could facilitate a shared understanding of effective practices.

- c. **Time Allocation for Collaboration:** Schools should consider allocating specific time within the school schedule for teachers to collaborate, ensuring that both subject and G&C teachers can engage meaningfully.

2. Discussion

The findings of this study highlight the significant role that collaboration between subject teachers and guidance and counseling (G&C) teachers plays in enhancing academic culture within schools. The interplay of their respective roles is crucial for addressing the multifaceted needs of students, ultimately fostering a supportive educational environment.

1. Importance of Holistic Support

The results indicate that collaboration leads to more holistic student support. When subject teachers and G&C teachers work together, they can create comprehensive strategies to address both academic and emotional challenges faced by students. This aligns with existing literature that emphasizes the importance of integrated approaches in education, which recognize that academic performance is closely tied to students' emotional and social well-being (Durlak et al., 2011; Zins & Elias, 2006). For instance, G&C teachers can inform subject teachers about students' psychological needs, enabling them to tailor their teaching methods accordingly.

2. Academic Performance and Student Engagement

The study also found a correlation between collaborative practices and improved academic performance. When teachers share insights about individual students, they can better identify learning barriers and provide targeted interventions. This finding resonates with previous research that suggests collaborative teaching methods enhance student engagement and motivation (Graham et al., 2015). A supportive academic culture, characterized by strong relationships among educators, fosters a sense of belonging and encourages students to actively participate in their learning processes.

3. Challenges in Collaboration

Despite the benefits of collaboration, the study identified several challenges, including time constraints, communication gaps, and differing priorities. These barriers are consistent with the findings of other studies that have documented the difficulties educators face in collaborating effectively (Friend & Cook, 2013; Wiggins & McTighe, 2005). The lack of structured time for collaboration is particularly concerning, as it limits opportunities for teachers to share best practices and coordinate their efforts. Addressing these challenges requires systemic changes within schools, including the allocation of dedicated time for teacher collaboration and the development of clear communication channels.

4. Recommendations for Future Practice

The recommendations proposed by participants emphasize the need for structured collaboration mechanisms. Regular meetings and joint training programs are essential for building a shared understanding of each role and enhancing communication. Furthermore, schools should consider policies that prioritize collaborative planning and implementation of support strategies. By fostering a culture of collaboration, schools can leverage the strengths of both subject and G&C teachers, leading to better outcomes for students.

In conclusion, the findings of this study underscore the importance of strengthening cooperation between subject teachers and G&C teachers in preserving academic culture in schools. By addressing the challenges identified and implementing the recommended strategies, schools can create a more supportive and effective learning environment that meets the diverse needs of all students.

D. Conclusion

This study underscores the vital role of collaboration between subject teachers and guidance and counseling (G&C) teachers in preserving and enhancing academic culture within schools. The findings highlight that effective cooperation not only supports students' academic achievements but also addresses their emotional and social needs, ultimately fostering a holistic educational environment. The results indicate that when subject and G&C teachers work together, they can create a more comprehensive support system for students. This collaboration can lead to improved academic performance, increased student engagement, and a positive school climate. However, the study also identifies significant challenges that hinder effective cooperation, including time constraints, communication gaps, and differing priorities between the two groups of educators. To address these challenges, the study recommends implementing structured collaboration mechanisms, such as regular meetings, joint training programs, and dedicated time for collaboration within the school schedule. By prioritizing these strategies, schools can enhance the synergy between subject teachers and G&C teachers, leading to better outcomes for students and a more robust academic culture.

In conclusion, strengthening the cooperation between subject teachers and G&C teachers is essential for creating a supportive educational environment that nurtures the overall development of students. Schools that recognize and actively promote this collaboration will be better positioned to meet the diverse needs of their student populations and foster a culture of academic excellence.

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