SOCIAL COUNSELING GUIDANCE FOR OUT-OF-SCHOOL CHILDREN IN NAILEU VILLAGE, EAST NUSA TENGGARA PROVINCE

Selvin Sandra Ba’ik\textsuperscript{1}, Yenry Anastasia Pellondou\textsuperscript{2}, Friandy Windisany Thoomaszen\textsuperscript{3}

\textsuperscript{1}IAKN Kupang
e-mail: selvinsandrabayk11@gmail.com
\textsuperscript{2}IAKN Kupang
e-mail: yenrypellondou@staknkupang.ac.id
\textsuperscript{3}IAKN Kupang
e-mail: indisany90@gmail.com

ABSTRACT

The purpose of this study was to determine the extent of the counseling guidance function (social) for School Drop Outs, in the Naileu Village. Using qualitative research methods, the research informants were Guidance and Counseling Teachers and 3 school dropouts, with guidelines for observation, interviews, home visits, and documentation. The validity of the data is tested by triangulation. Data were analyzed using data reduction, data presentation, and verification. Thus, it was found that (1) children drop out of school due to lack of harmony in the household, the desire of children to be able to help parents to meet household needs, feelings of shame arising from the age of children over the age of their friends, and feeling lazy because of the distance between homes and schools that are far away and have a minimum public transportation. (2) In addition, in carrying out their duties, counseling guidance teachers are tasked with finding out the factors that cause children to drop out of school through home visit activities. After that the guidance teacher does guidance, guides parents and students to change the wrong mindset by providing motivation that education is important for the child's future.

Keywords: guidance and social counseling, school drop out

ABSTRAK

Tujuan penelitian ini untuk mengetahui sejauh mana Fungsi Bimbingan Konseling (sosial) bagi Anak Putus Sekolah, di Desa Naileu. Dengan menggunakan metode penelitian kualitatif, informan penelitian adalah guru bimbingan dan konseling dan 3 anak putus sekolah, dengan pedoman observasi, wawancara, home visit, dan dokumentasi. Keabsahan data diuji dengan triangulasi. Data dianalisis dengan menggunakan reduksi data, penyajian data, dan verifikasi. Maka, ditemukan bahwa (1) anak putus sekolah karena kurang keharmonisan dalam rumah tangga, keinginan anak agar bisa membantu orangtua demi memenuhi kebutuhan rumah tangga, perasaan malu yang timbul akibat usia anak melebihi usia teman-temannya, dan perasaan malas karena jarak antara rumah dan sekolah yang jauh serta miminya transportasi umum.(2) Selain itu dalam menjalankan tugasnya guru bimbingan konseling bertugas untuk mencari tahu faktor penyebab anak putus sekolah melalui kegiatan home visit. Setelah itu guru bimbingan melakukan bimbingan, menuntun orangtua dan siswa untuk mengubah pola pikir yang keliru dengan memberikan motivasi bahwa pendidikan penting bagi masa depan anak.

Kata Kunci: bimbingan dan konseling sosial, anak putus sekolah
PENDAHULUAN

The dropout rate is still high. In Indonesia in primary education, the dropout rate in 2016 was 100,816 people or 0.6% of the children who attended school. In Lampung, there are 3,967 people or 0.8% which is divided into two, namely the elementary school (SD) level with 2,242 people or 0.3% and the junior high school (SMP) level with 1,725 people or 0.5% (Putri et al., 2018). The problem of dropping out of the school year by year is not over yet. Nationally, the number of out-of-school students for the NTT Provincial level in 2016/2017 was ranked 6 (six) out of 34 provinces in Indonesia. If sorted from the highest as follows: (1) West Java as many as 4,697 students dropped out of school. (2) North Sumatra as many as 4,075 out-of-school students, (3) South Sulawesi as many as 2,550 out-of-school students, (4) Papua as many as 2,356 out-of-school students, (5) Central Java as many as 2,205 out-of-school students, (6) East Nusa Tenggara as many as 1,980 out-of-school students (Kementerian Pendidikan dan Kebudayaan, 2017). So based on the data on out-of-school children above, it can be concluded that the dropout rate in Indonesia is still relatively high.

The same thing happened in Naileu Village. Based on the results of observations and interviews in Naileu Village, Kie District, South Central Timor Regency on Friday, April 15, 2019, there were 3 out-of-school children. Quoting (Azmi, 2017) argue that because they already know children are usually very vulnerable to being affected by their environment, such as the conditions experienced by students. Among them, there are a lot of people who wander, stay up late until they go home late at night and some even don't go home. This kind of habit is very worrying about the education of local children, it is not impossible that if this habit continues to occur, it will harm children in the local area, even though the government in this case has eliminated tuition fees to improve the quality of community education. Schools should assist students to address problems that arise. So this is where the map lies and the need for a Social Guidance and Counseling program (Rangkuti, 2018). Thus, This research is focused on a descriptive study of the function of social counseling guidance for out-of-school children in Naileu.

METHOD

Research Methods

The research uses qualitative methods, with natural setting objects, so this research method is often referred to as the naturalistic method (Sugiyono, 2014). For data collection related to out-of-school children, the source of data is 1 BK (counseling guidance) teacher and 3 out-of-school children at the junior high school level. The reason for taking it was only 3 out-of-school children because they came from the same school and the same BK teacher. The subject criterion is a counseling guidance teacher who deals with the problem of out-of-school children. The sampling technique used is purposive sampling.
In this study, data collection was carried out with several techniques, namely observation, interviews, home visits, and documentation. Activities in qualitative data analysis are carried out interactively and take place continuously until complete. These activities are data reduction, data presentation (data display), and conclusion drawing/verification.

For the sake of the validity of the data, it is tested by triangulation, namely comparing the data from interviews and observations between the research subject and people close to the subject. This benchmarking process is taken by checking the truth and seeing the compatibility with each other so that the validity of the data is obtained. After the data is checked and seen the suitability of the data obtained from the subject, the researcher inferences the data.

RESULTS AND DISCUSSION

Research Results

1. Data and Source Triangulation

Subject I

Triangulation, the researcher interviewed the parents of the subject, namely the father of the subject with the initials TB who the researcher considered to be the person closest to the subject, and the subject himself, namely YB, to strengthen the interview results so that the data obtained would be able to help and enrich the research data and be able to deepen the results of the analysis. According to the subject's father (TB), the reason the subject dropped out of school is that the subject's age is more than that of his peers in class so the subject says that he feels ashamed when he is with his friends at school, and in addition to the age factor, another thing that makes the subject drop out of school because he is affected by his friends who have dropped out of school they are already working so that the subject also wants to work. According to the results of the interview with (YB) namely the subject himself the reason he dropped out of school because he felt ashamed of his friends in class because of his age above his peers (16 years), Then the subject also said another thing that made him drop out of school because he saw that his friends who had dropped out of school already had jobs and had their own money. So the subject is also affected and finds a job and then works.

Subject II

In triangulation, the researcher interviewed the mother of the subject with the initials (MN) whom the researcher considered to be the person closest to the subject, and the subject himself who had the initials YT to strengthen the interview results so that the data obtained would be able to help and enrich the research data and be able to deepen the results of the analysis. According to the subject's mother (MN), the reason the subject dropped out of school was that the subject had a motor accident while on his way to school to receive a report card. The DM also said that when the
Subject recovered from illness due to the accident, the subject tried to go to school but in the middle of the trip the subject often felt pain in the head, dizziness, and even fainting. And from that event, the subject no longer goes to school and spends time at home. The DM also said another thing that made the subject drop out of school because he was affected by the environment of his out-of-school peers who often took him out at night and went home drunk. But when the subject started to get sick and fainted, the subject decided not to drink anymore. According to the results of an interview with YB, the subject himself, the reason he dropped out of school was that he wanted to help his mother work to earn money for daily necessities, and the subject had an accident on the way to school to receive a report card so the subject said he often felt headaches, dizziness until fainting when exposed to sunlight (heat) on the way to school. Of the pain that the subject experienced he decided not to go to school. The subject also said the cause of his accident was because he was invited by his friend (drinking sopi) and was drunk, so they got into an accident.

Subject III

In triangulation, the researcher interviewed the grandmother of the subject with the initials (DM) whom the researcher considered to be the closest person to the subject and the subject himself with the initials (MT) to strengthen the interview results so that the data obtained would be able to help enrich the research data and be able to deepen the results of the analysis. According to the subject's grandmother (DM), the reason the subject dropped out of school was that he felt lazy every day having to walk 4-5 km to get to school. DM said subjects started to go to school less frequently when they went to 3rd grade. The daily life of the subject is just sitting at home and playing together with his friends. The DM once advised the subject to go to school because he was in 3rd grade and had little more exams and finished school, but because the subject already felt lazy so he no longer wanted to go to school. According to the results of an interview with MT, the subject himself, the reason he dropped out of school was that he was lazy to go to school. The feeling of laziness at school was expressed by the subject because the distance of the school was too far from his home. That is, you have to travel 4-5 km to get to school, it is done every day. The subject said he dropped out of school while moving up to class XII of junior high school. The subject begins to feel lazy when he rarely goes to school and spends time at home helping his grandmother and grandfather.

2. Triangulation of Theory and Research Resul

From the results of the triangulation, it can be concluded that the child dropped out of school. After all, he felt ashamed of his friends in class because he was above his junior high school age (16 years old), then the subject also said other things that made him drop out of school because he saw that his friends who had dropped out of school already had jobs and had their own money (Muamalah & Utami, 2017). So that the subject is also affected and finds a job and then
works. While the second subject stated that the reason he dropped out of school was that he wanted to help his mother work to earn money for daily necessities, and the subject had an accident on the way to school to receive a report card so the subject said he often felt headaches, dizziness to the point of fainting when exposed to sunlight (heat) on the way to school. Of the pain that the subject experienced he decided not to go to school. The subject also said the cause of his accident was because he was invited by his friend (drinking sopi) and was drunk, so they got into an accident.

In addition, the third subject stated that he felt lazy to go to school because the school was too far away from his home. That is, you have to travel 4-5 km to get to school, it is done every day. The subject said he dropped out of school while moving up to class XII of junior high school. The subject begins to feel lazy when he rarely goes to school, and spends time at home helping his grandmother and grandfather. According to (Jamaludin, 2009), A child carries emotional burdens that could potentially prevent him from attending school.

This is the same as subject 1 and subject II where subject I feels ashamed because he is older than his peers who are in school. Whereas subject II is burdened by feelings of laziness arising from the distance of the school that is too far from his home so that the subject has to travel 4-5 km to get to school, it is done every day. The feeling of shame and laziness that continues to exist in the subject's mind makes the subject feel burdened so that in the end the subject prefers to drop out of school. While subject III explains that he wants to help his mother work to earn money for daily necessities. The lack of family income causes parents to work hard to meet their daily needs so that parents' attention to education tends to be neglected. It is even considered to ease the burden on parents of children invited to work so that they leave school for a long time. This is also experienced by subject II where he dropped out of school because he just wanted to help his mother work to make ends meet every day.

Table 1.
Data Encoding and Categorization Functions of Counseling Guidance Services

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Transkip Section</th>
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<tbody>
<tr>
<td></td>
<td>Help counselors have a better understanding of themselves and a better understanding of the environment.</td>
<td>NG (WB): 34-43, 46-48, 52-56, 59-65, 68-72, 77-82</td>
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<tr>
<td>1.</td>
<td>Provide convenience to counselors to achieve optimal and balanced growth and development.</td>
<td>NG (WB): 85-89, 93-95</td>
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| 2. | Dynamic and constructive adjustment of                                      | NG (WB): 98-
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**4. Help plan students’ talent interests**  
NG (WB): 104-112

**5. Helps adapt the program to the background/needs of the student.**  
NG (WB): 115-121

**6. Anticipate the emergence of problems that arise.**  
NG (WB): 124-132

**7. Correcting counselors’ mistakes so that they have a rational mindset.**  
NG (WB): 135-138

**8. Maintaining healthy, normal personal conditions and creating conducive conditions.**  
NG (WB): 141-145

**9. Creating a conducive learning environment.**  
NG (WB): 148-151

**10. The defense of the rights of counselors who are subjected to discriminatory treatment.**  
NG (WB): 154-161, 164-168

### Table 2

Data Encoding and Categorization Factors Causing Out-of-School Children

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Transkip interview section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>School Environment</td>
<td>N1: 79-87, N2: 78-80, N3: 44-47</td>
</tr>
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3. Data Reduction

a. Dropout Factor Analysis

Subject N1

1. Family Environment

Subject I said that the factor that led him to drop out of school was that the relationship between his family members was not harmonious because the subject's father often drank drunk and beat his mother. The subject said he was very disappointed and hated the attitude and behavior of his father who was always drunk and angry at home if there was no food and drink in the house.

"Father almost every day pi drinks mabok, and if mom Deng kaka male pi sender says comes home su, that's what there is male kaka with mom can hit until mom has a baby body. Beta Talalu disappointed and hates Father and has an attitude towards Katong."  

N1: (42-54)
2. School Environment

Subject I stated that the factor causing him to drop out of school was that the subject's age had exceeded that of school-age children, especially junior high school education levels. The subject said that he felt embarrassed because he was the oldest in the classroom so he found it difficult to get along with his schoolmates.

"Beta dropped out of school because the beta has a higher age than beta has friends, dong in class kaka (with a smile) beta enters junior high school grade 1 beta age su 16 years, so the beta is a shame because beta is the oldest su in class and wants to hang out with friends as beta taste to shame, that's why beta brent school." N1: (79-87)

3. Environnement Communautaire

Subject I stated another factor that caused him to drop out of school because he saw that his friend who had dropped out of school had already found a job so that he could help their parents.

"(while scratching your head) Yes, there are kaka, beta see friends who drop out of school dong pi find a job and have their own money, can help dong have parents. So beta think beta brenti school sa ko find a job in order to get money)."

N1: (99-104)

Subject N2

1. Family Environment

Subject II said the factor that caused her to drop out of school was that she felt like she saw her mother having to work in the garden without anyone helping. So that made the subject think about just quitting school and helping her mother work to grow vegetables in the garden for daily needs.

"Mama works as a farmer sa kaka, mama helps plant love people have vegetables in the garden. From the new planting results, mama can earn money ko Katong can buy food by drinki Beta usually help mama plant vegetables which since beta su brent school because beta Kassian deng mama". N2: (35-40)

2. School environment

Subject II said the arrangements made at the school were so orderly and kind that he did not feel burdened. But the absence of para Sana facilities, namely lack of transportation and long school distances, sometimes makes the subject not diligent in going to school.

"Sonde there is kaka, all the rules in the school are good and disciplined, but the distance of the school is far away until there oenai which sometimes makes beta panaceas pi school" N2: 78-80

3. Community Environment
Subject II said the cause of his dropout was because he was invited by his friend to drink alcohol (hard drinking) and was drunk so from that incident, the subject had an accident that made him sickly and did not continue to go to school.

"Sonde there's kaka... only that time beta woe motor tu comrade invite beta to drink sopi ko beta seriously drunk, that's why beta sonde can control motor ko woe". N2: 83-86

Subject N3

1. Family Environment

Subject III said the factor that caused him to drop out of school was that his parents divorced while the subject and his sister were still in elementary school. The subject was then entrusted to his grandmother and grandfather. The upbringing of subject's grandmother who likes to organize and is told to make the subject sometimes a rebellious child and does not like to be regulated except on her own accord.

“Father with mama su bapisah (teary eyes) so mama titip katong in grandma with ba'i when beta adi male was in elementary school. Mama su pi wandering in Malaysia If the father says su remarry, beta also sonde knows now the father lives where”. N3: 21-29

2. School Environment

Subject III said the factor that caused him to drop out of school was laziness because the distance from home to school was so far that it made the subject rarely go to school and eventually dropped out halfway and no longer wanted to continue school.

"Jalan talalu far kaka, from here pi school walk 4 km, just go up the mountain almost every day so beta rasa to capeh and pamalas and sonde pi sekolah lai kaka". N3: 44-47

3. Community Environment

Subject III said there were no factors from the community environment that made it affect him until he dropped out of school.

"Sonde there is kaka.. (while shaking your head)". N3: 63

b. Counseling Guidance Function (Social)

- Help counselors have a better understanding of themselves (potential) and the environment (education, work, and religious norms).

In helping students to have a better understanding of themselves and the environment, teachers must be able to explore and know the potential of students through teachers provide questionnaires to be filled by students according to the abilities that students have and from the abilities possessed by students, we can also find out the weaknesses and advantages possessed by students.

"To explore and find out the potential of students, I provide questionnaires to be filled by students according to their abilities. My way of knowing the weaknesses and
strengths that students have is through group discussions and following service and

- Provide convenience to counselors to achieve optimal and balanced growth and
development.

  In providing convenience to students to achieve growth and development
inseparable from school rules, both in learning activities in the classroom teachers must
direct and guide students to better things teachers are also one of the facilities, namely by
doing worship and mental coaching by doing achievements in class to train self-
confidence.

  “Teachers must direct and guide students to better things and teachers are also
one of the facilities, namely by doing worship and mental coaching by doing achievements
in class to train self-confidence.”. NG: 85-89, 93-95

- Dynamic and constructive adjustment of the self and environment.

  In helping students to adjust to their environment dynamically and constructively,
they should be given regular understanding, for example, school is very fun, has many
friends, and can get to know the teachers at school. So that over time students can adjust
properly and correctly.

  “If students are not able to adjust well, they should be given regular understanding
so that over time students can adjust well and correctly”. NG: 98-101

- Helps plan students’ interests and talents.

  Students can choose extracurricular activities that have already formed in school
and teachers can observe, and recapitulate abilities through the interests, talents, and
personalities that exist in students.

  “The step I take to foster student interest is to be allowed to choose activities or
activities from extracurricular activities that have been formed, and we can already
observe and recap the abilities of students from various fields”. NG: 104-112

- Helps adapt the program to the background of student needs.

  In helping to adapt the educational program to the background of student needs,
the steps taken are to provide understanding, direct students to be more mature in
responding to new things that have never been faced in previous schools, and provide
positive sentences, for example, the school environment is very pleasant, friends and
teachers are very friendly and so on.

  "The step taken for students who are unable to adapt is to provide understanding,
directing students to be more mature in responding to new things that have never been
faced in previous schools”. NG: 115-121
Anticipate the emergence of problems that arise.

In anticipating the problems experienced by students (dropping out of school), it is necessary to have cooperation from the government which also pays attention to this problem. The task of the BK teacher is to do a home visit, then approach the parents, find out the problems experienced by the students, then provide solutions in the form of direction or motivation to help solve the problems experienced by the students.

"BK teachers do home visits, then approach parents, find out problems, so that they can find solutions in the form of direction or motivation to help solve problems experienced by students." NG: 124-132

Correct counseling mistakes so that they have a rational mindset.

To correct students’ mistakes so that they have a rational mindset about the problems they face, the teacher provides continuous understanding so that students can understand their situation in overcoming the problems they face and students can make the right choice.

"The effort made is to provide continuous understanding so that students can understand their situation in overcoming the problems faced to be able to make the right choice." NG: 135-138

Maintain healthy, normal personal conditions and create conducive conditions.

In maintaining healthy, normal personal conditions and creating conducive conditions for students who have problems, teachers motivate guiding students to be able to solve their problems, namely by providing an understanding that every human being cannot be separated from problems, therefore students should be able to overcome problems wisely and have the ability to overcome the problems faced.

"The motivation given is to provide an understanding that every human being certainly does not escape from problems, so we should be able to overcome problems wisely and have the ability to overcome the problems faced". NG: 141-145

Creating a conducive learning environment.

In creating a conducive learning environment in terms of developing students' talents, teachers give students an understanding of the talents that God has given to each human being to develop in daily life in his life.

"The effort made is to give students an understanding of the talents that God has given to each human being to develop in daily life in his life". NG: 148-151

Defense of the rights of counselors subjected to discriminatory treatment.

The home visit is the task of the BK Teacher, which is carried out at least 3 times for students who have dropped out of school. Then the teacher of the BK Teacher finds out causing the students to drop out of school. So BK teachers and parents alike are looking for
solutions to solving problems experienced by students. To prevent students from dropping out of school, the teacher communicates with parents to share motivation with students so that they can think positively and make the right choice for their future.

"One of the tasks of the BK teacher is to do a home visit. Home visits are carried out at least 3 times for students who have dropped out of school. BK teachers certainly meet with parents at home to find out what causes students to drop out of school. So from that cause, BK teachers and parents both find solutions/solutions so that students can solve their problems". NG: 154-161, 164-168

Discussion

Departing from the results of the study, the focus of the study was to find out the extent of social counseling guidance for counseling guidance teachers for out-of-school children. Thus, it was found that children dropped out of school due to a lack of family harmony, children's desire to help parents in meeting household needs, and divorce. In addition, feelings of shame in children arising from the age of the child who is over school age, feelings of laziness arising from the distance between the school house and lack of transportation, interest students to their friends who already have their income due to work and not going to school, and poor associations, making children end up dropping out of school.

Therefore, out-of-school children need attention from school, especially the attention of counseling guidance teachers, so that they have a better understanding of themselves and the environment, by providing questionnaires about students' abilities to get students know their abilities and weaknesses. In providing convenience to students to achieve optimal and balanced growth and development by guiding and directing students in mental coaching such as presenting assignments in front of the class and doing worship. This is in line with the function of counseling guidance according to (Hamalik, 2004) namely assisting students in obtaining an education that is by their needs, talents, interests, and abilities and assisting students in determining effective and efficient ways to complete the chosen field of education to achieve the expected results.

The counseling guidance teacher is also tasked with guiding the child in adjusting to the self and environment dynamically and constructively the teacher strives to give students an understanding that a school is a fun place because students can get to know friends and other teachers. Counseling guidance teachers also help plan students' interests and talents by conducting extracurricular activities so that students can develop their interests and potential. In helping to adapt the program to the background of student needs and anticipating the emergence of problems that arise, counseling guidance teachers make home visits, then approach parents, find out the problems experienced by students, then provide solutions in the form of direction or motivation.
Correcting counseling mistakes so that they have a rational mindset in carrying out their duties to guide students who have dropped out of school, counseling guidance teachers strive to provide a good understanding to every student who drops out of school so that students can make the right choice with the aim that students can maintain a healthy and normal personal condition. In addition, the counseling guidance teacher also provides an understanding that every human being cannot be separated from problems, therefore students should be able to overcome problems wisely. In creating a conducive learning environment, the teacher gives students an understanding that the talents that God gives to every human being must be developed.

In addition, in carrying out his duties as a counseling guidance teacher, it is necessary to defend the rights of out-of-school children who experience discriminatory treatment. This is done using counseling guidance teachers conducting home visits to conduct counseling to want to find out the cause of out-of-school children, by providing the right solution through conversations between teachers and parents by motivating so that parents and students can instill positive thoughts so that they can make the right decisions for the future of students who drop out of school. Based on the Minister of (Peraturan Menteri Pendidikan dan Kebudayaan RI, 2014), the function of guidance and counseling services is improvement and healing where counseling guidance teachers help students/counselors who have problems to correct mistakes in thinking, feeling, will, and acting. The counselor or guidance and counseling teacher gives treatment to the counselor to have a rational mindset and have the right feelings so that the counselor wants to plan and carry out productive and normative actions. From the existing theory, it can be said that the counseling guidance teacher is already able to do his job well. However, what is still an obstacle here is that counseling guidance teachers have not been able to continue to pay attention to parents and children who have dropped out of school so that children who have dropped out of school can change their mindset so that students who drop out of school again decide to continue their studies in education.

Based on information about the function of the counseling guidance teacher, it can be said that the role of the counseling guidance teacher has not been carried out optimally. This is shown through the attitude of the counseling guidance teacher who generally only explains theoretically how the counseling guidance teacher will perform his function. But under the reality during the study, the counseling guidance teacher has not shown directly how the counseling guidance teacher performs its functions in real terms and what results have been obtained during the performance of their functions towards children who have dropped out of school. In addition, the counseling guidance teacher in performing his functions during the home visit, the counseling guidance teacher only does one time and no follow-up is carried out to continue to guide the out-of-school child so that the child again has the desire to continue school.
CONCLUSIONS AND SUGGESTIONS

Conclusion

Children drop out of school due to a lack of harmony in the family, the child's desire to help parents in meeting household needs, divorce, feelings of shame arising from the child's age exceeding the age of his peers, and feelings of laziness arising from the distance between the school house and lack of transportation, the student's attraction to his friend who already has his income due to work and not going to school.

In carrying out the function of a counseling guidance teacher, teachers have the duty and responsibility to pay attention to children who have dropped out of school. This is done by seeing every potential that exists in students through extracurricular activities, worship, and mental coaching. In addition, in carrying out their duties, counseling guidance teachers are tasked with finding factors that cause children to drop out of school through home visit activities. After that, the guidance teacher conducts guidance, directing parents and students to change the wrong mindset by motivating the education for the child.

SUGGESTION

After conducting this research, the suggestions that can be submitted are as follows:

1. Guidance Counseling Teacher

It is hoped that counseling guidance teachers can carry out their duties and responsibilities by guiding and directing students, especially out-of-school children who have problems to correct mistakes in thinking, feeling, will, and acting in making decisions to continue their educational studies.

2. Parents

For parents, parents should be fully responsible for their children's education. Parents should communicate well with the child, provide attention, direction, and guidance to the child, and should be aware that formal education is important for the formation of the child's personality development and future.

3. Dropouts

For teenagers, children drop out of school to be able to continue the learning process at school and study optimally so that they have a self-filter that they are not easily influenced by things that have a negative impact.
Bibliography


SUGIYONO.