

THE ROLE OF GUIDANCE AND COUNSELING TEACHERS TO OPTIMIZE SOCIAL CONSTRUCTIVISM IN LEARNING AT SCHOOL

Desta Alfia¹, Risma Nursyani², Ila Halimah³, Kinanti Oktafiani⁴, Alvin Nayandra⁵

Destaalfiadfd@upi.edu¹, rismanursyani@upi.edu²
Ilahalimah@upi.edu³, kinantioktafiani@upi.edu³, Alvinangin@upi.edu⁵

Abstract: Social constructivism in learning is a form of educational theory that prioritizes increasing the logical and conceptual development of learners. What makes the problem is that students who construct their knowledge, not infrequently that the results of student construction do not match the results of the construction of scientists, causing misconceptions. This article is an analysis of the situation using qualitative methods. Qualitative methods are research whose preparation uses data collection techniques by conducting interviews and observations for collection. In addition, supporters are reading, recording, and reviewing data from journals and articles from electronic media and books related to "The Role of Guidance and Counseling Teachers to Optimize Social Constructivity in Learning in Schools". Based on the results of the study, efforts were obtained to optimize educators for social constructivist methods in learning students with the role of Guidance and Counseling teachers, must know in advance the disadvantages and advantages to avoid misconceptions, constructivism can be an approach to the implementation of guidance and counseling that occurs in schools. Counseling with constructivism is not like traditional things that see something from the individual but focus more on the strengths of students, leading to positive traits such as paying attention to resources, dreams of counselors, hopes, goals, and potentials possessed by counselors. In this constructivist counseling approach, getting meaning is not always from the individual himself, it can also be from his social relationships.

Keywords: Teacher, Guidance and Counseling, Social Constructivity, Learning, School

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INTRODUCTION

The term "constructivism" already exists and is pervasive in global education (Mawardi, 2018). The spread of the term "constructivism" is in line with confusion, especially in applying it at the practical level of learning (Sulfriani et al., 2021). Khafifah, N. R. (2021) Social Constructivity in learning

is a form of educational theory that prioritizes increasing the development of reason and concepts in learning.

Making the problem, namely, the students who construct their knowledge, it is not uncommon that the results of student construction do not match the results of the construction of scientists it can cause misconceptions (Suparlan, 2019), resulting in things that are not by the goals of this social constructivist such as Bullying or underestimate an ability because it is accustomed to learning individually, without clarifying going home and seeking to understand a clear understanding (Mulyati, 2016).

Results of interviews with Guidance and Counseling teachers and students, regarding social constructivity in learning. The perspective of BK teachers regarding social constructivism in learning is to form a sense of sociality, usually, the learning process is grouped. However, from the perspective of the students interviewed, when grouped for the learning process, it can also be a trigger to create a gang. The name of the group depends on the leader of the study group, which can lead to positive or negative things. However, the existence of this constructivity is also a trigger for competing unhealthily when being given assignments by teachers, because of the different construction results, so the emergence of bullying and cyberbullying.

The result of constructing an understanding of science but not by the results of scientists. The Indonesian Child Protection Commission (KPAI) noted that throughout 2022 there have been 226 cases of physical violence and bullying. In cyberspace, digital bullying or digital bullying is increasingly beneficial. Because, in the view of constructivism itself it is wrong that knowledge is conveyed through the process of transfer from an educator to a learner, but it is obtained through a pile of student activities and experiences.

Some problem formulations that can be taken to conduct this research include, first, what is the role of the teacher? Second, what are the factors that cause students to construct their knowledge? Third, what are the problems of

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Guidance and Counseling teachers related to social constructivist learning methods in learning? Fourth, what is the role of Guidance and Counseling teachers to optimize social constructivity in learning? Fifth, what factors support social constructivism in learning so that it can be optimal? From several problem formulations that have been put forward, the purpose of this study is the first to know the role of the teacher. Second, knowing the factors that cause students to construct their knowledge. Third, knowing the problems of Guidance and Counseling teachers related to learning methods in social constructivism learning. Fourth, knowing the role of Guidance and Counseling teachers to optimize social constructivity in learning. Fifth, knowing what factors support social constructivism in learning to be Optimal.

Previous research became a reference in the analysis process. The first research article, entitled "Merdeka Belajar" in the View of Constructivism Philosophy: Journal of Educational and Islamic Studies was researched by M. Yusuf, Witrialail Arfiansyah in 2018. This study describes Constructivism as a philosophy that considers that knowledge is a self-construction. Because the nature and learning outcomes are subjective and depend on each individual, it is also uncertain, for a person's constructivist identity and is more easily known as the "Clutter Paradigm". Both emphasize aspects of freedom, independence, and flexibility of educational institutions to be able to understand the competence of students. Structuring learning with a chaotic approach so that students can feel safe, comfortable, and easy to learn.

The second research article, entitled Application of Constructivism Theory to Interactive Online Learning: Papeda Journal researched by Yuni Budyastuti and Endang Fauziati in 2021. This study illustrates that students can construct their understanding through online learning with the help of WhatsApp media such as asking questions via chat, or voice notes, doing assignments directly through sharing links from teachers, and providing feedback or corrections to students by attaching screenshot evidence, and

conclude the material together by asking students to send photos of the material summary and share it in the chat group, and the teacher adds, explains accompanied by material attachments in the form of Doc, PowerPoint, and e-modules.

Article in the third study, entitled Theory and Practice of Constructivism Approach in Learning: Journal of Research and Social Religious Studies researched by H. Dadang Supardan in 2016. This study explain the basic principles of constructivist philosophy, tha All knowledge is constructed and not perceived directly through the senses (smell, touch, hearing, and so on) as realists usually assume. In addition, there is no single constructivist theory, but most constructivists have at least two main ideas; (1) students actively build their knowledge, and; (2) Social interaction is an important aspect of the construction of knowledge.

The fourth research article, entitled Constructivism-Based Education in Increasing the Meaningfulness of Learning in the Digital Era: Journal of Islamic Studies examined by Zahrotus Saidah in 2021. Researched by Gusti Rahayu, Marjohan, Ifdil, and Afdal in 2023, this research refers to technology in the digital age that dominates and emerges as a new style of life, including learning. Children's culture develops through their participation in electronic games and their interactions with their peers on the internet, social media, and elsewhere. Cultural change in learning is complemented by activities for students. Teachers can use popular social media sites like Facebook as discussion forums, and share educational videos to support the social constructivity of learning.

Comparison between the four research articles that have been done before, which does not have a main focus in the realm of optimizing the social constructivism of learning in schools. Although this social constructivism in terms of goals is very good, it is not optimal in the process of constructing and only focuses on one idea such as focusing on shaping learning constructively with digital sophistication without using social constructivism in traditional

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learning for example, namely using traditional games or other things without involving technological sophistication in the learning process in a socially constructive way in learning.

Theoretical Studies Teacher comes from Sanskrit which means heavy, big, important, very kind, honorable, and teacher," (Illahi, 2020). Meanwhile, Law Number 14 of 2005 concerning Teachers states that teachers are professional educators whose main role is to educate, teach, guide, direct, train, teach, and guide students from an early age through formal primary education and secondary education. Regarding Guidance and Counseling, guidance is an effort to help optimize individuals (Anwar, 2019), while counseling is an effort to help individuals through personal action between counselors and counselors so that counselors can understand themselves and their environment (Syukur & Zagri, 2019). Social constructivism can be interpreted as a social learning approach based on solving real-life problems that take place socially, through shared experience and social constructivism, this is strongly influenced by Vygotsky's cognitive development theory (Friantini & Gems, 2020).

It is very large about social constructivism in learning while in school because the meaning of school is as an institution designed to educate students under the supervision of an educator or teacher, so it is closely related to social constructivism in learning at school. In this section of theoretical studies or state of the art, the author makes several previous research articles that have existed. As a guide for writing articles that will be done, and will be a guideline and comparison in writing this article.

First, (Oya & Budiningsih, 2014) this study aims to describe constructivist Learning In Indonesian learning, learning outcomes at stages type Creative constructivism learning, which is as follows: learning preparation, information about the process of Creative constructivism learning, giving lesson topics, making creative constructivism, guiding students and the main results of mapping, supporting the factors of the creative constructivism

learning model, namely the serious interest of students in following the teaching and learning process, if students are enthusiastic in making creative constructivism then the results of their work in making creative constructivism are also satisfying. In addition, the completeness of equipment is also a success factor in the teaching and learning process to make students more creative and active.

Second, (Kusumawati et al., 2022) the purpose of this study is to describe critical thinking skills in mathematics learning by applying the Problem-Based Learning (PBL) model with a constructivism theory approach. From the results of the study, it can be concluded that students' critical thinking skills can be improved by using the Problem-Based Learning (PBL) learning model.

A comparison between the two research articles that have been done before, does not have a main focus in the realm of optimizing the social constructivity of learning in schools. Although, this social constructivism in terms of purpose is very good, but not optimal in the process of constructing and Only focus on one idea such as focusing on shaping learning constructively with digital sophistication without using social constructivism in traditional learning, for example, using traditional games or other things without involving technological sophistication, besides that the focus is not on all aspects of learning but only on a particular lesson, while the analysis in this study is related to social constructivism in learning in schools optimally and for the whole instead of focusing on the impact on a subject, BK teachers approach and provide services so that social constructivity is formed in learning that has an impact on the whole.

METHOD

Respondents This article is an analysis of the situation using qualitative methods. Qualitative methods are research whose preparation uses data

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collection techniques conducted through interviews with guidance and counseling teachers at SMA Negeri 15 Bandung, SMA Negeri 2 Bandung, SMP Negeri 1 Soreang, and students at SMA Negeri 15 Bandung, SMA Negeri 2 Bandung and SMP Negeri 1 Soreang. In addition, supporters, namely reading, recording, and reviewing data from journals and articles from electronic media and books related to "The Role of Guidance and Counseling Teachers to Optimize Social Constructivity in Learning in Schools".

FINDINGS AND DISCUSSIONS

The Role of the Teacher

Teachers are expert educators who are tasked with educating, directing, directing, teaching, training, assessing, and evaluating the learning that has been done by students as part of formal education (Warsono, 2017). The main task of the teacher is to teach in class. Teaching in class is seen as an easy job for some people. Fact. Because teachers must be able to adjust to student diversity, more difficult and complex material, high student achievement goals, and learning process standards (Tarihoran, 2019). Quoted from Sanjani in 2020, the duties of teachers are very diverse, the tasks carried out by teachers are also an implementation of a form of dedication to the nation. Teachers serve in the professional field, social field, and humanitarian field (Sanjani, 2020).

Teachers are the main aspect because teachers have a role as a bridge or intermediary for students to get information that can increase their knowledge. As a teacher, it must be an example for its students, because a teacher is not only tasked with providing knowledge but teachers must also be an example in life for students so that they can achieve their respective goals (Yasa, 2021). A teacher must have the ability to guide and direct students to achieve optimal developmental goals and be able to adapt to the surrounding environment because humans are social creatures. The skills or abilities of a teacher are very influential in learning planning and setting (Karso, 2019).

The competence in question is the expertise or ability to know knowledge and how to behave for a teacher. If a person can already have the standard competencies that have been mentioned, then that person must be able to live and be consistent with the qualifications he already has as a teacher to be a good example for his students (Dudung, 2018).

Professional teachers need to have several characteristics that can support their duties and responsibilities as teachers, namely: (1) make schedules or plans for specific and detailed teaching and learning activities and participate in applying them in classroom learning; (2) students as subjects in learning, while teachers as someone who can direct and guide students in the learning process; (3) teachers must have a firm nature, be able to defend the truth, be able to innovate for the learning process and be able to think critically; (4) teachers must be able to be dynamic in dealing with changes according to the times (changes in question include changes in the learning system or the condition of their students); (5) Teachers must be able to be creative so that they can create education works that can support the learning process carried out. This creative activity can be a support in a learning process, provided that creativity must foster effective learning (Danniarti, 2018).

Active Role of Guidance and Counseling Teachers

Guidance is "Guidance" or the root word "guide" in English which means to show, guide, help, decide, organize, direct, lead, suggest, or guide. So guidance is the process of helping or guiding, but not all helping or guiding is guidance (Sukatin et al., 2022). Guidance can be interpreted as help given by counselors individually or in groups to counselors for optimal development as a social person. Counseling is a personal face-to-face relationship between two people, namely the counselor and the counselee, in which the counselor uses his special talents to create better conditions through this relationship. Counseling can also be interpreted as a face-to-face meeting with individuals, designed to help them adapt well to their environment as well as assist the counselor in

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determining the choices he has and help the counselor achieve optimal development (Widodo et al., 2021).

Guidance and counseling is a process of providing assistance carried out by counselors to counselors to guide counselors or students in achieving optimal development with various potentials, advantages, disadvantages, and various problems they face (Kurniati, 2018). The implementation of guidance and counseling services in schools begins with various processes, namely needs analysis, planning activities (programs), evaluations, reports as well and actions taken continuously on the results of services. As for its implementation, in the stages of each service process, BK teachers must have good professionalism and abilities. If BK teachers do not have good competence in implementing the counseling program, then the service process will experience several obstacles so that the counseling process does not run as expected.

The counseling process uses The constructivist approach does not focus on the delivery of knowledge carried out by counselors or teachers. However, it is not immediately interpreted by students or counselors who act as drivers of changes in bad behavior that have been carried out by themselves. However, when the BK teacher tells that the behavior he did was not a commendable act and shows some events that happened before, it can make students think about the impact of the bad behavior they have done, for example, truant and Finally students can consider it and even avoid the act. So that the thought will be formed that truancy is a deviant act that should not be done. This is a new form of knowledge structure gained from experience (Sari, 2021).

Constructivity as a Concept Approach

Constructivity is one approach that deals with activities carried out in class or teaching and learning. This approach requires learners to link newly provided information with knowledge they already know. Constructivity believes that the material provided is supported by the beliefs and attitudes of students. Constructivity is one of the theories of learning found in the scope of

psychology that discusses how humans gain knowledge and learn. Therefore, constructivism has a direct relationship with education. Constructivity explains that humans gain knowledge and understanding from experiences they have experienced directly.

Confirmed by the constructivist theory that knowledge resides only in the human mind, as well as theories that do not necessarily conform to the circumstances of the real one. Learners will seek to have their mental reference to the real world from their view of the world. When students get new experiences, students will improve their understanding for reflections of new information, therefore it can foster students' interpretation of reality (Surgah, 2019). Constructivity in Vygotsky's theory focuses more on the relationship between social (interpersonal), cultural-historical, and individual factors to are important in human development.

The essence of the principles and concepts in the theory of constructivism Vygotsky was expressed by Ormrod, namely that the ability to use functions in the mind as an effort to improve learning, logical reasoning, and memory is possessed by humans. Vygotsky held the view that the basis of mental functioning in humans can be built by biological means as well and in building mental function humans need help from culture as well as the role of society. Vygotsky also revealed that the complex thought process depends heavily on how children interact socially (Dewi & Fauziati, 2021).

Constructivity Social likens that there is a dynamic relationship between students as individuals who do not have the ability but are trying to achieve the intended competency goals because of the assistance provided by teachers and experts. In this social constructivist, learning motivation is found in students as learners while teachers and experts as attractants then an attraction is formed that can make students move forward so that they achieve the expected ability goals. Teachers have the role of a bridge that connects students with opportunities to achieve certain goals in their way. Constructivity likens

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students to having a sincere drive from within themselves to learn and understand certain abilities but still with guidance from more professional people such as teachers or tutors (Payong, 2020).

Social constructivism as one of the learning approaches has been done quite a lot in the education curriculum in Indonesia. One form of application of social constructivism is in the theoretical foundation of the 2013 curriculum with planning so that students have broad opportunities in their learning experiences and strive to optimize their abilities. The constructivist approach has a core, namely on the learning experience passed by the learners themselves. Social constructivism holds the view that knowledge is a product that has its arrangement.

Social constructivism is centered on learners as part of a social group, and learning becomes the result of the process of group interaction, not just something that happens in the person. In social constructivism, learning is understanding the meaning of experiences or social concepts. Therefore, social constructivism justifies the idiosyncrasies and complexity of learners as well as the personal values that are part of the learning process.

Various methods are also teaching techniques in which learners at the center are supported by a social constructivist approach. The creation of collaborative conditions in students that make them have an active role in learning is a responsibility.

The main answer of a teacher. In this perspective, teachers have a role as facilitators in learning rather than as direct teachers. Problem-solving is one form of how students can learn by utilizing the knowledge and past experiences of their students to create new information and facts that they can know. Generally, learning models that can be used are guided discovery, learning based on real problems, case studies, learning based on simulations, and learning where students are at the center (Nugroho, 2017).

This theory reflects that students who have the freedom to think can be interpreted as the ability of students to choose various sources or ways of learning with a note that students must be able to achieve the goals of their learning. Expected deep Constructivity education students can think freely and are eclectic, intended so that students can apply various learning techniques that are in harmony with the personality of students but must still be able to achieve what is the purpose of the intended learning. This is expected to give students the quality of utilizing various techniques in their learning. Teachers with their role as mediators and facilitators for students, thus students will get assistance in carrying out their learning activities. In other words, the teacher is a guide, while students as determinants of how the learning process is. In learning with a constructive approach, teachers must be able to foster curiosity in their students, helping them so that they can bring out what they think and how they can communicate it. In this constructivist approach, teachers must understand the material more broadly and deeply. A teacher must have a broad mind in the delivery of material so that a teacher can help his students in achieving their learning goals. The importance of social interaction as well as negotiation in learning is strongly emphasized in this constructive theory (Febriani, 2021).

The principles that exist in the constructivist approach include the following: (1) students build their knowledge actively; (2) learners can cause pressure in the learning process; (3) students get assistance from teaching activities carried out by teachers; (4) pressure is more often present when running the process and is usually not visible when it has reached the final result; (5) student participation is emphasized in the curriculum; (6) The teacher has the role of facilitator. Where students are or in what group students are in, will affect the process of building knowledge in students (Mahananingtyas, 2020).

Not only as an approach that can be used in the field of education but constructivity can also be an approach to the implementation of guidance and

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counseling that occurs in schools. There is still a need for discussion on the implementation of the constructivist approach in guidance and counseling activities. In various counseling approaches that are accommodated by constructive, counselors or students come with an active role in finding and making decisions for the sustainability of their personal lives. Counseling with this constructivity is not like the traditional thing that sees something from within the individual but focuses more on the strengths that belong to someone. This leads to positive traits such as paying attention to resources, dreams owned by the counselor, hopes, goals, and potential possessed by the counselor. In this constructive counseling approach, a person gets meaning not only from the individual himself but also from his social relationships. This can develop a developing meaning that will continue to arise from interactions that occur between fellow living things (Lilis et al., 2022).

The constructivist approach to counseling carried out by BK teachers with students can produce a situation where the relationship between BK teachers and students creates new experiences and knowledge for students. In the constructivist approach to guidance and counseling, it is recommended that learners determine how the counseling process goes. An initiative from students is needed in carrying out the counseling process. The counseling process with a constructivist approach can run very well if students can be active during the counseling process.

The result of the counseling process is how to respond and how to view the topics that exist during the counseling process. A good and wise response will be generated with a clear mind. Correspondingly, wise thinking as well as good responses can bring up well-structured knowledge as well. By doing counseling, there will be a meaningful experience gained. This experience can lead to new knowledge (Sari, 2021).

The Relationship of Constructive Learning

Learning is a process of personality change, and these changes can be manifested in improving the quality of behavior, such as increasing knowledge, skills, thinking, understanding, attitudes, and various other skills. The concept of learning can also be explained as all the mental activities that each person performs in different ways before and after learning. These changes occur when new experiences and knowledge are acquired through learning and practice (Djamaluddin, 2019).

In addition, Ihsana also in 2017 suggested that learning is a process from not knowing to knowing, or even from not knowing to understanding, and from not being able to become able to achieve optimal results. Constructivity learning is a learning theory that puts forward activities to create and build from something he has learned. So that constructive activities can trigger students to always be active so that student intelligence will also increase (Suparlan, 2019).

Role School as Supporting Students to Construct

A school is an institution designed to teach students or pupils under the supervision of an educator or teacher. Most countries have formal education systems that are usually compulsory and aim to produce students who progress after going through the learning process (Ideswal et al., 2020). School plays an important role in shaping the character of individuals to become intellectual individuals so that they can determine the direction and purpose of life. When we discuss the future, schools are responsible for shaping a generation that excels in science and technology and has a noble character and personality. Schools have an important role in supporting the process of individual development (Purnama & Raharjo, 2018). School is one place for individuals to interact with friends, teachers, and other school residents. School is a place to develop the competence of the individual. In addition, schools also play a role in developing the social spirit of individuals in their environment so that interactions that occur in their environment run well. An individual's personality can be seen and judged when the individual interacts with others. (Khalik,

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2017). Individuals are social creatures so they will not be able to live alone and always need the presence of other people to fulfill their life processes so that social interaction will occur to develop their knowledge.

CONCLUSION AND RECOMMENDATION

Teachers play an important role, such as Guidance and Counseling (BK) teachers to support teachers who Other To provide social constructivist learning optimally, intertwined and collaborated to form the social constructivism of students. BK teachers are also required to understand BK services to form the social constructivity of students without being motivated by individual services because the factor that makes students construct an understanding which ultimately becomes a misconception is lack of supervision from BK teachers or other teachers so that students feel free when constructing. Issues related to the use of social construction by BK teachers in their learning are against existing BK services such as Orientation Services, Information Services, Information Services, Placement and Assignment Services, tutoring Services, Individual Tutoring Services, Small Group Tutoring Services, and Group Tutoring Services among all services that are the responsibility of tutors are not optimal, causing students to experience obstacles in the coaching process, and becoming misunderstood. To optimize social constructivity in learning, BK teachers must optimize the services that are the task of schools as BK teachers. Related to supporting factors to optimize social constructivism in learning, namely professional factors such as BK teachers, because BK teachers are a bridge for students in accepting the application of learning methods, BK teachers are examples of public figures that must be exemplified by students. Social constructivism has also been widely used in learning, where in the 2013 curriculum. One of the factors that make students is a social factor, where students meet a lot of people, not only teachers as educators but foreigners who

have different thoughts and different points of view. When students socialize with others, participants can change their mentality.

Recommendations related to the role of BK teachers to optimize social constructivism in learning at school, because this constructive method is often used but only focuses on service, BK teachers must also be creative to continue to innovate because the times are so fast, BK teachers can also use technological tools that make learning more interactive, without having to be entirely driven by the traditional social constructivist learning system. Social constructivism is also an opportunity for BK teachers to establish approach BK teachers and students, to better understand their students.

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