



Implementation of Individual Counseling Services for Student Learning Concentration

Miftahul Jannah¹, Nidaan Hopia²

^{1,2}Nurul Hakim Islamic Institute, Kediri, West Lombok, Indonesia

jannahmiftahul263@gmail.com, hopianida32@gmail.com

Abstract

Individual counseling services are guidance and counseling that encourage individuals to understand and develop good learning attitudes and habits so that they have the abilities and skills in their lives, especially in terms of learning. The purpose of this study was to determine the process of implementing individual counseling services in improving the learning concentration of eighth-grade students at SMP 1 Kediri. This study uses descriptive qualitative research to objectively describe the conditions at the research site. The data sources used are primary and secondary data. Furthermore, the data collection methods consist of observation, interviews, and documentation. The technical data analysis used is the Miles and Huberman analysis technique, which consists of data collection, data reduction, data presentation (display), and conclusion drawing and verification. The results of the study show that the implementation of individual counseling services at SMP 1 Kediri can have a positive impact on improving the learning concentration of eighth-grade students at SMP 1 Kediri. The second formulation is that there are a number of obstacles in the implementation of individual counseling services that need to be considered, such as guidance counselors handling more than 100 students, low student awareness of individual counseling services, and lack of parental participation in addressing student problems at school.

Keywords: *Implementation, Individual Counseling, Concentration on Learning*

Introduction

Learning is a continuous process as long as humans live on earth. No human being can achieve success without going through the learning process, because it is in learning that humans discover new knowledge and experiences. However, the learning situation will be faced holistically by the learner as a whole individual. That is why, in different situations every day, the lessons or problems faced will also vary depending on the learning methods and facilities available.¹

The learning process requires concentration. Without concentration, learning does not actually occur. The benefits of good concentration during class include quicker and easier mastery of the material presented. Concentrated students are characterized by paying attention to the teacher, not talking to themselves when the teacher explains, and performing well. Concentration can be seen as a sign of student interest in the learning process, making it easier for students to understand the learning activities. Furthermore, concentration can also increase students' enthusiasm and motivation to engage more in the teaching and learning process. A conducive learning environment facilitates students' acquisition of new experiences, fostering positive attitudes within them.

Concentration or *concentrate* (verb) means to concentrate, and in noun form, *concentration* It means concentration. Concentration is the focusing of the mind on one thing by setting aside other unrelated things. Students who are concentrating on learning can be observed from several of their behaviors during the teaching and learning process.² Broadly speaking, most people understand concentration as the process of focusing the mind on a particular object. This understanding leads to another understanding: that in concentrating, a person must strive to focus all of their five senses and thoughts on a single object. The five senses, especially the eyes and ears, must not be focused on other things, and the mind must not think or remember other problems. If a student cannot concentrate while studying, they may not be able to enjoy the learning process.

¹Misdar, Idi, Isnaini, Mardeli, Zuhijra, Syarnubi, "Learning Process in the Islamic Religious Education Study Program, FITK UIN Raden Fatah". Journal of Islamic Religious Education. Vol. 3 No. 1, 2017, pp. 52-74

²Slameto, Learning and the factors that influence it, (Jakarta: Rineka Cipta, 2010), p. 86

This could be because the subject being studied is considered difficult so they don't like the subject, the teacher who is delivering it is not liked for some reason, the atmosphere of the place is not pleasant, or even the way the subject is delivered is boring.³Difficulty concentrating is an indicator of a learning problem faced by students, as it can hinder them from achieving desired learning outcomes. Concentration significantly impacts learning outcomes. Full concentration allows students to grasp the material being taught. Concentration is crucial and necessary for students to participate in the learning process so that they can successfully master the competencies they are expected to master. Concentration is so important to students that it is a prerequisite for learning and successfully achieving learning objectives.

All factors influence a person's success in learning. Students will achieve good results if they possess and utilize the factors that contribute to successful learning. Conversely, students will not achieve good results if they lack or utilize the factors that contribute to successful learning. Therefore, students who can navigate the learning process well can be said to be students who are able to concentrate on their studies.

SMP Negeri 1 Kediri is one of the state junior high schools that is quite popular with the surrounding community, SMP Negeri 1 Kediri is committed to providing quality education, supported by adequate facilities and teaching staff, most of whom are certified, making this school one of the driving schools that actively develop the academic and non-academic potential of students, SMP Negeri 1 Kediri also faces various problems related to the student learning process, one of which is the problem of learning concentration.

This condition indicates that individual counseling services are very much needed, allowing guidance and counseling teachers to delve deeper into the problems experienced by students and provide guidance and solutions that are appropriate to each individual's condition. Therefore, it is important to understand how individual counseling services are implemented at SMP 1 Kediri to improve student learning concentration, as well as to identify obstacles that affect the implementation process, such as the guidance and counseling teachers handling more than 100 students, the lack of parental participation in counseling services, and the low interest of students in individual counseling services at school.

Findings on December 10, 2024, revealed several issues related to student problems at SMP 1 Kediri. First, student absence from school, either due to truancy,

³Thursan Hakim, *Overcoming Concentration Disorders*(Jakarta: Rineka Cipta, 2009), pp. 1-5

laziness, or lack of motivation to learn. Second, bullying, which is also a common problem among adolescents, poses a challenge for schools in addressing bullying behavior. Third, disciplinary issues also frequently arise, such as students arriving late, violating school rules, and a lack of responsibility for school assignments. Based on these phenomena, it is interesting to conduct research by implementing individual counseling services using cognitive behavioral approaches. The researchers observed 10 eighth-grade students experiencing a high level of learning inattention, such as talking with friends during class, daydreaming, drowsiness, not paying attention to teacher explanations, and a lack of interest in the lessons being taught. This phenomenon is often caused by various factors, such as personal problems, emotional stress, an unsupportive environment, or a lack of motivation to learn. Concentration in learning is a psychological aspect that is often not easily understood by others other than the individual who is studying.⁴

The implementation of individual counseling services at SMP 1 Kediri aims to help students resolve learning problems at school directly through a face-to-face approach between the counselor and the student. This service is carried out systematically through several stages, starting with identifying student problems based on reports from teachers, homeroom teachers, or classroom observations. After that, the guidance counselor collects supporting data, calls the student concerned, and conducts an individual counseling session.

In the service process provided, the guidance counselor uses open-ended and closed-ended questioning techniques. Open-ended techniques will help students be more open with the guidance counselor during the counseling process. Although not all students show significant changes, the students' intention and efforts to improve themselves are already an indication of the service's success. With this individual counseling service, students can help resolve personal, social, and academic problems in depth, explore the problems faced, and provide appropriate interventions. In helping students resolve learning problems, individual counseling can also help students identify obstacles they experience, both from factors that affect student learning

⁴Observation results on December 10, Tuesday, 2024, at 09:00 WITA at SMP 1 Kediri

concentration, such as internal and external aspects, as well as provide strategies to increase focus and motivation to learn.⁵

Research Methods

This research uses a qualitative approach. Qualitative research is conducted in natural settings, employing a combination of data collection techniques, and producing descriptive data.⁶ The use of a qualitative approach is expected to provide broader and more in-depth information regarding the main topics discussed in this research. Qualitative research is intended to understand social phenomena from a participant perspective. The participants here are one class. Participants are people who are interviewed and observed, and asked to provide data, opinions, thoughts, and perceptions. Understanding is gained through analyzing the various interrelationships between participants and through describing situations and events. This study uses a phenomenological qualitative approach, where the researcher will examine the implementation of individual counseling services at SMPN 1 Kediri on student learning concentration.

Results and Discussion

Based on the data presentation and findings that researchers obtained after conducting research by collecting data obtained from the research location. From the results of the study to find out how the process of implementing individual counseling at SMP 1 Kediri related to student learning concentration. The techniques needed in the data collection process through observation, interviews and documentation. The objects in this study amounted to 10 people who had problems with lack of concentration in learning. This was done so that students could focus on the learning process and achieve the desired learning goals. The implementation of individual counseling services was aimed at helping students in dealing with their problems by providing solutions to their problems, both problems in the school environment and outside the school environment, especially in improving student learning concentration in class.

⁵ Wibowo, "factors that influence students' learning concentration" *Journal of character education*, (August, 2017) pp. 35-45

⁶Drs. Hidayat Syafrudin et al., *Research methods* (Bandung: Mandar Maju, 2002), p. 33

The Process of Implementing Individual Counseling Services at SMP 1 Kediri

The individual counseling service provided by the guidance counselor is well-run. While guidance counselors frequently address student issues, including learning difficulties, absenteeism, school absences, bullying, truancy, laziness, and other issues, they rarely address issues related to students' lack of concentration. However, at SMP 1 Kediri, students are more often called in for individual counseling by the guidance counselor than by students who come directly to the counselor's office to discuss their problems.

The results of the researchers regarding how the process of implementing guidance and counseling in schools has been running well and smoothly, however, not all implementation of guidance and counseling services has been carried out, this is due to time constraints due to time constraints to carry out all services, services that are often carried out are individual and group counseling services. problems experienced by students in the classroom, namely the BK teacher directly handles the problems of students who often violate. Based on the results of reports from subject teachers, homeroom teachers then after that the BK teacher calls students to come to the BK room to conduct a counseling session regarding problems at school. There are several stages in the implementation of counseling services at SMP 1 Kediri as follows:

1. Student Identification

The first step taken by the guidance counselor is to identify students who exhibit signs of problems, whether academic, social, or emotional. This identification process is based on reports from homeroom teachers, subject teachers, and classmates. In addition, the guidance counselor also conducts direct observations of student behavior in the classroom. Common signs include unexplained absences, being late to class, appearing unfocused in learning, lack of discipline, and deviant behavior such as disobeying school rules.

2. Supporting Data Collection

Upon initial indications of a problematic student, the guidance counselor does not immediately conduct a counseling session, but first gathers relevant supporting information. This information can include attendance records, academic grades, assignment or exam results, and

reports from other teachers. The goal is for the guidance counselor to have a comprehensive picture of the student's condition and the issues they are facing, allowing for further counseling.

3. Individual Counseling Implementation Process

After the data is collected, the guidance counselor will call the student in person. This call is made in a polite and non-judgmental manner to ensure the student feels comfortable. The counseling session schedule is determined so as not to disrupt the student's learning activities, for example, during breaks or during guidance sessions. This is done to ensure comfort and confidentiality.

At this stage, the guidance counselor conducts individual counseling sessions using an empathetic, open, and communicative approach. During the counseling process, the guidance counselor strives to build a relationship of trust (rapport) so that students are willing to open up about the issues they are experiencing. The guidance counselor then explores the issues step by step, identifying the source of the problem, and helping students understand and recognize its impact. Next, the guidance counselor and students work together to develop alternative solutions that the students can implement within their abilities.

4. Provision of Services and the Right Approach

In providing services, guidance counselors adapt techniques to the conditions and characteristics of students. Generally, the techniques used are: Preventive, namely to prevent the occurrence of more serious problems. For example, by providing understanding, motivation, direction, advice, namely providing insight, information, and moral and academic guidance that can strengthen students' positive attitudes and behaviors, if necessary, y helping students to change habits or attitudes that are not good. Guidance counselors also provide encouragement and positive reinforcement for students' intentions and efforts that show a desire to change for the better.

5. Student Development Evaluation

After counseling, the guidance counselor does not stop immediately at this stage, but rather continues to monitor the student's progress over time. Monitoring is carried out by observing student attendance in class,

social interactions with peers, discipline, and enthusiasm for learning. If the student shows positive changes, even small ones, this is considered a good outcome. However, if there is no change or the problem worsens, the guidance counselor will re-approach the student and schedule further counseling sessions.

Based on this, the implementation of individual counseling services at SMP 1 Kediri is carried out in stages, starting from problem identification, data collection, student calls, and conducting counseling sessions. The guidance counselor uses an empathetic approach and appropriate techniques such as preventive and educational. After the session, the teacher monitors and evaluates changes in student behavior. The implementation of individual counseling has shown positive behavioral changes that can improve student learning processes at school and help students solve problems. Although the results are gradual, they show a positive direction of change. This is in accordance with the statement of Mrs. HR, the grade VII guidance counselor as follows:

"The individual counseling process at SMP 1 Kediri has been going well. The implementation phase begins with student identification. If a student is having problems, we call them and provide counseling regarding the problem. We then direct and provide solutions to the students for better behavioral changes. We will be more enthusiastic in the future, and we will continue to monitor the counseling situation to see changes in the future."⁷

The results of the interview provide an overview that the implementation of individual counseling services at SMP 1 Kediri is carried out in stages starting from the identification of problematic students, based on reports from homeroom teachers, subject teachers. After receiving the report, problematic students are called to undergo the counseling process. At this stage, the teacher establishes a good relationship with the student, then a face-to-face individual counseling session is conducted with the student. In the individual counseling process, the guidance and counseling teacher plays a role in guiding,

⁷HR (April 12, 2025)) at SMP 1 Kediri, implementation of individual counseling services (direct interviews)

directing, and helping to resolve the problems faced, as well as being a mentor in overcoming the student's problems.

As expressed by Mrs. Er regarding student openness in Individual Counseling as follows:

"We don't immediately give advice. We start by having a casual conversation so the students feel more open. Usually, children who have been quiet will open up once they feel comfortable. Only then will they be able to talk about the problems they're experiencing."

The interview results above concern students' openness in sharing their experiences. The guidance counselor also explained the principles used during the counseling process, namely openness and confidentiality. This openness allows students to feel more comfortable and open about their problems. This has a positive impact on the counseling process. Afterward, the guidance counselor will summon the students' parents to school. The goal is for parents to collaborate and play an active role in helping and supporting student behavior change. As Mrs. Er, the eighth-grade guidance counselor, explained:

"Individual counseling is carried out to help students who experience learning difficulties, both academically, non-academically, and socially. In this individual counseling, we try to...⁸creating good relationships and a comfortable atmosphere so that students feel open in conveying the problems they are experiencing"⁹

The results of the statement above are that individual counseling services help students in solving personal, learning, and academic problems so that the students themselves can grow into more independent individuals, then after that, students will start to experience changes in behavior that were initially negative to more positive behavior.

Based on the results of the researcher's interview with the BK teacher of SMP 1 Kediri above, the Individual Counseling service has been running well at the school, only that individual counseling services are still rarely implemented

⁸) Er (13 April 2025) at SMP 1 Kediri, 1 implementation of Individual Counseling Services (direct interview)

⁹Er (April 12, 2025) at SMP 1 Kediri, obstacles in implementing individual counseling (direct interview)

regarding the problem of lack of concentration in learning students in class or outside the classroom. Students who have problems with lack of concentration in learning at school can hinder the development of children to the next stage therefore individual counseling services are very much needed in helping students to be able to find solutions so that students' problems are resolved well and increase learning concentration in class VIII D students of SMP 1 Kediri.

Individual Counseling Process Improves Learning Concentration of Class VIII Students at SMP 1 Kediri

Students are individuals who are currently in the process of developing or becoming mature and independent individuals. So any situation that is thought to threaten individual development can cause problems for them. The results of the study showed that there are still students who experience problems with lack of concentration in class, this can be seen by a lack of concentration in learning. Therefore, through this individual counseling service, it helps students overcome the problems in learning they experience and improve their concentration in learning. Thus, improving student concentration in learning is very important, because students who have low concentration, and this problem if left untreated will hinder the learning process and receive lessons in class.

After the guidance and counseling teacher called the students and gave the researcher time, the researcher then carried out individual counseling services in private with the students concerned, namely as an initial step for the researcher to identify the problem of lack of concentration in learning in students by observing the students' behavior.

The initial stage that the researcher did with several students with the initials FH, AN, DA, LH, class VIII, first building a counseling relationship involving students, the researcher welcomed the students with open arms and invited the students to sit first, then the students came in and sat down. Then the researcher asked the students how they were then the students. The researcher also asked the students their names and others, the students answered them. Next, the researcher asked the students what subjects they were taking and the students answered the subjects of art, mathematics, and science, questions such as those used so that the counseling process ran smoothly and students did not feel afraid. Then the researcher explained what individual

services were and the principles contained in guidance and counseling, especially the principles of confidentiality, voluntariness, and openness, the students listened and understood them well. If the initial relationship had gone well, the next step was to identify the problems experienced by students.

The next activity stage, the researcher asked about the problems currently experienced by the student and the student explained his problem regarding difficulty concentrating while studying in class. He had difficulty concentrating while studying because he rarely had breakfast so when studying he could receive lessons because his stomach was hungry. After explaining it and the student began to understand the problem he was experiencing, then the researcher explored the student's problem by conducting (re-assessment), reviewing the problems faced by the student regarding concentration in studying. As an excerpt from an interview with F, a student of class VIII D as follows:

"Yes, I used to have some problems related to studying, especially regarding concentration and the habit of not going to school. Even if I did go to school, it was difficult to focus in class. My main problem was because the class atmosphere was often not conducive. My friends liked to make noise, sometimes even disturbing me when I was focusing. Because of that, I didn't understand the teacher's explanation and ended up being lazy about doing assignments. After receiving this individual counseling service, it really helped in overcoming problems that interfered with learning, especially concentration. Now I am more motivated, more diligent in studying, attending school is also more regular, and starting to be able to manage my time well.¹⁰

The interview results above indicate that F's problems include learning difficulties, rarely attending school, and lack of concentration in class. These problems are caused by an unconducive learning environment, particularly due to disturbances from noisy peers who disrupt focus during lessons. After receiving guidance similar to counseling services, F began to see positive changes in himself, becoming more diligent in attending school, able to concentrate while studying, more actively completing assignments, and starting

¹⁰F (April 11, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

to abandon the habit of staying up late. F also feels more motivated and disciplined in his daily learning activities.

In accordance with what student A said as follows:

“I often don't go to school, not because I'm lazy, but because there's no one at home to take me. Sometimes I'm ready for school, but there's no one to take me, so I end up not going. That's what often makes me miss lessons and makes it difficult to catch up on the material that's been explained in class. Even if I go, sometimes I have difficulty focusing in class. Sometimes I feel sleepy during class, sometimes I have a headache, and my stomach hurts. So when the teacher is explaining, I often can't concentrate. Sometimes I feel like I can focus, but sometimes I can't. Basically, it's not certain, it depends on my condition at that time.¹¹.”

The results of the interview above concluded that the main problems faced were frequent absences from school due to lack of assistance from home, as well as a lack of focus during class. Physical factors such as drowsiness, dizziness, and stomach aches affected her learning. Furthermore, she was influenced by the teacher's teaching style, which Amanda found too fast and difficult to understand, making it even more difficult to grasp the material. Despite this, Amanda still demonstrated a strong desire and effort to learn. She tried to focus on listening to the teacher during class, even though she often felt like she didn't understand. Furthermore, the obstacles Amanda faced were not caused by a lack of motivation, but rather by the learning environment at school.

This was stated by D class VIII E as follows:

“Yes, I often feel sleepy when studying in class, especially if it's a lesson I don't like, like social studies, it's a bit difficult, so I don't want to listen at first, usually I'm asked to take notes and then the teacher explains for a long time, so I get bored and can't concentrate on studying, sometimes I try to listen but I still can't focus, plus the class is always noisy, lots of people are chatting, so I can't focus even more,

¹¹Dima (April 11, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

my thoughts are all over the place, sometimes the lesson doesn't get through."¹²

The results of the interview above, the researcher concluded that the lack of concentration when studying was caused by several things, such as difficulty in receiving learning materials, as well as an uncomfortable classroom atmosphere, secondly, the teacher took too long in explaining the material, which also made students lose focus slowly, this made it difficult for A to concentrate and follow the learning well.

L class VIII D expressed the following:

“Yes, sis, we often experience the same problems. Such as not going to school, sometimes no one picks us up, waking up late often has a headache, even if we come, we have difficulty focusing in class, sometimes when the teacher is explaining, sometimes we chat or daydream because the lesson is difficult and confusing, especially if there is a teacher who talks fast or sometimes gets angry, we don't understand even more, like science, math, English, which from the beginning are already difficult to understand, even so, we still try to understand the lesson so that we don't fall behind in school material.”¹³

The results of the interview with student L above concluded that they had difficulties in learning and problems concentrating on learning so that the learning process was disrupted, apart from that they had difficulty focusing when studying in class, especially in science and mathematics lessons and they were not comfortable with the teacher's teaching style, even though they still showed a desire to study at school.

This was also said by student D as follows:

“I often find it difficult to concentrate while studying in class. One of the reasons is because we sleep too late, usually because we play on our phones, so in the morning at school I feel very sleepy and can't focus. The noisy classroom atmosphere also makes it difficult to listen to the teacher well, especially if many friends are chatting among themselves during the lesson. Sometimes I also feel bored if

¹²D (April 11, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

¹³L (April 12, 2025) BK Room, SMP 1 Kediri, Individual Counseling process

the teacher only explains the material, so I can't focus. Besides that, if I have problems at home or am not feeling well, my mind feels uneasy and it is difficult to pay attention to the lesson. But if the teacher delivers the material in a fun way, such as discussions or small games, I become more enthusiastic and it is easier to concentrate.¹⁴”

From the results above, it can be concluded that eighth-grade students' concentration is influenced by various internal and external factors. Internally, concentration problems are often caused by staying up late, physical fatigue, and emotional instability, such as when students are experiencing personal problems at home. These conditions leave them mentally and physically unprepared to absorb the learning material.

After the researcher carried out the initial activities and core activities, namely by identifying problems and providing direction and advice regarding students' problems related to lack of concentration in learning, as a final activity, the researcher provided alternatives to students so that students would be able to focus more on learning, students openly.

The initial stage that the researcher did with several students with the initials DH, AP, NU, RH, AH, BS class VIII, first building a counseling relationship involving students, the researcher welcomed the students with open arms and invited the students to sit first, then the students came in and sat down. Then the researcher asked the students how they were then the students answered healthy sis. The researcher also asked the students their names and others the students answered them. Then the researcher explained what individual services are and the principles contained in guidance and counseling especially the principles of confidentiality, voluntariness and openness, the students listened and understood them well. If the initial relationship has gone well then the next step is to identify the problems experienced by students. The next activity stage the researcher asked about the problems experienced by students at this time and the students explained their problems regarding difficulty concentrating while studying in class.

As expressed by Student DH:

“Yes, I often have difficulty focusing when the teacher explains the lesson. I get bored quickly, especially if the teacher's delivery

¹⁴D April 13, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

method is monotonous. Furthermore, noisy classrooms make it even harder to concentrate. I feel sleepy while studying, a result of sleeping late, so I don't fully absorb the material."¹⁵

The interview results above concluded that Rni was having trouble concentrating on her studies due to several factors, including the teacher's uninteresting teaching methods, unfavorable classroom conditions, and a habit of staying up late. This suggests that student concentration is greatly influenced by both internal (such as fatigue) and external (such as the classroom atmosphere and the teacher's teaching style) factors.

The following is a similar thing that was said by the AP of class VIII E students:

"When I sit in the front row, I'm not disturbed by friends who like to chat. When I sit in the back row, I often lose focus because other friends talk during class. I feel that I need closer supervision to maintain my focus."¹⁶

Student concentration is affected by the learning environment, such as distractions from peers, which can lead to students losing focus on the material during the teaching and learning process. This demonstrates the crucial importance of the learning environment in maintaining student concentration. This sentiment echoes Nisa Ulya (pseudonym) from class VIII B:

"When I'm having personal problems, for example. Furthermore, sometimes I'm distracted from studying because hunger makes it difficult to think and digest the lesson. I can focus better when I'm in a stable state and not under pressure."

The interview results above concluded that N's concentration in learning was significantly influenced by his psychological and physical condition, which would disrupt his focus. This demonstrates the importance of paying attention to students' emotional and physical health to support the learning process in the classroom.

This is also what Rahman H, class VIII B, said that

¹⁵H (April 14, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

¹⁶N (April 14, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

"Sometimes I can focus on social studies, but sometimes I find it difficult when it comes to subjects like mathematics. I lose interest if I don't understand from the start and end up not paying attention. Sometimes I also feel like the teacher who is delivering the lesson is less interesting and focused."¹⁷

Interest in the lesson and the teacher's delivery method were crucial factors for R in maintaining concentration. Lack of interest can easily lead to loss of focus. This demonstrates the importance of interactive teaching and approaches in motivating and maintaining student focus.

What AH, a student in class VIII C, said was:

"Sari feels quite capable of maintaining concentration when the classroom is quiet and there are few distractions. She also has a habit of jotting down important points during the teacher's explanations to stay focused. However, when friends start talking, she sometimes gets distracted and loses focus while studying."

Haris has good self-management skills in maintaining focus, such as by taking notes. However, he is still affected by distractions from peers. This indicates that an individual's ability to manage focus needs to be supported by an orderly classroom environment. As expressed by BS, a student in grade VIII C, he said:

"I often feel sleepy in class because I stay up late after playing games. This causes me to not listen to the teacher's explanations properly at school and often don't understand what's being discussed. I'm aware of my bad habits, but I haven't been able to change them."¹⁸

Behavioral habits experienced by BS students, such as playing games late at night, negatively impact learning. This requires attention to the importance of individual behavior and parental supervision in shaping children's character at home so that students can focus more on their studies at school.

¹⁷AH (April 14, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

¹⁸Baroki (April 14, 2025) BK Room, SMP 1 Kediri, Individual Counseling Process

Overall, student concentration in class is the result of an interaction between physical conditions, the learning environment, psychological conditions, and social conditions. Improving student concentration requires the participation of the students themselves, the teacher, the classroom environment, and even family support. Teachers need to use varied and enjoyable teaching methods, create a conducive classroom atmosphere, and build open relationships to ensure students feel comfortable. Furthermore, students also need guidance.

Obstacles in the Implementation of Individual Counseling Services for the Learning Concentration of Class VIII D Students at SMP 1 Kediri

In the implementation of individual counseling services regarding student learning concentration at SMP 1 Kediri. One of the main obstacles faced in the implementation of individual counseling services is, the guidance and counseling teacher handles more than one hundred students. This makes the handling of students carried out less effective because individual counseling requires time, attention, support and a special approach for each student who faces problems in learning. Through this individual counseling service helps students to improve learning concentration in class.

Based on the results of observations and interviews conducted by researchers, there are several obstacles in the implementation of Individual Counseling services at SMP 1 Kediri as follows:

a. High workload for primary school teachers

One major obstacle is the extremely high workload of guidance counselors. At SMP 1 Kediri, guidance counselors must handle over one hundred students from various levels, including grades VII, VIII, and IX. This number is certainly not commensurate with the time and energy a guidance counselor can devote to providing individual counseling services.

Individual counseling services for student problems cannot be resolved in one or two sessions. Guidance counselors must engage with students and build rapport, understand their problems, and provide appropriate solutions. However, due to the large number of students to handle, guidance counselors lack the time to assist each student individually. As a result, some students with school-related problems related to concentration are not optimally addressed.

b. Low Parental Participation in the Counseling Process

Parental support is crucial for the success of the counseling process. Parental participation in supporting counseling services remains relatively low. Many parents don't understand the importance of counseling services for their children's learning and behavioral development, making them reluctant to get involved in supporting students with school issues.

In fact, when schools call parents to discuss their children's conditions, not all parents are present or fully engaged, resulting in less significant changes in student behavior. Lack of communication between schools and families also hinders efforts to create a conducive learning environment for students, particularly in improving their concentration.

c. Low Student Awareness and Interest in Counseling Services

Barriers to the implementation of counseling services. Many students still view the guidance counseling room as a place of "punishment" or a place for students with problems. As a result of this stigma, students are reluctant to come to the counseling room even when facing problems. Some students feel embarrassed, afraid, or lack the confidence to talk to the guidance counselor. This causes students to be reluctant to open up about the problems they are experiencing. When it comes to concentration issues, students who are unwilling to open up and do not seek help will experience learning disorders that will hinder the learning process in the classroom. This lack of student awareness needs to be addressed through individual or group counseling services, as well as the creation of a comfortable and safe counseling environment for students.

According to Mr. S as the deputy principal, he said that

"The obstacle in the process of implementing individual counseling services is that we, as guidance counselors, currently handle more than one hundred students, which is certainly very burdensome. Individual counseling takes a long time, because it requires building good communication and digging into students' problems in depth. With that many students, it is very difficult to provide optimal attention to each individual. This condition makes counseling

services less than optimal, because guidance counselors cannot fully address problems one by one effectively."¹⁹

That the limitations for BK teachers to carry out the counseling process are not carried out comprehensively, Therefore, handling learning concentration problems is less than optimal and obstacles in the Implementation of Individual Counseling Services are the limited handling of problematic students, especially because BK teachers have to handle a very large number of students. This has an impact on reducing the effectiveness of counseling services provided to students. In addition to the burden of BK teachers, the lack of coordination between BK teachers and subject teachers and homeroom teachers is also a factor inhibiting the Implementation of Counseling Services, he explained that cooperation and collaboration between other teachers is very important so that the delivery of information regarding problems, student development conditions can be conveyed properly.

As quoted from Mrs. Er as a guidance teacher:

"We found that the role of parents in supporting individual counseling for children is still very lacking, there are some parents who are not very active in following their children's development through the counseling services we provide. In fact, the role of parents is very important in providing emotional support and supervision at home, so that children can fix problems that interfere with the learning process when they are at school or at home."²⁰

Parental involvement is a crucial aspect of successful counseling services. Without family support, school efforts will be less effective, as the home environment significantly influences students' behavior and motivation to learn. Inactive parents often prevent students' problems from being addressed comprehensively, making it difficult for children to experience significant changes in their learning related to their concentration at school. Furthermore,

¹⁹S (April 12, 2025) at SMP 1 Kediri, obstacles in implementing individual counseling (direct interview)

²⁰Er (April 13, 2025) at SMP 1 Kediri, obstacles in implementing individual counseling (direct interview)

Lack of parental participation is a major obstacle to the implementation of individual counseling services. Lack of parental support significantly reduces the effectiveness of school interventions., The vice principal also stated that one of the obstacles faced was the low level of awareness and interest of students in utilizing the individual counseling services provided by the school.

As the HR mother said as follows:

‘Some students still feel embarrassed and afraid to take part in counseling services, even though the existence of this individual counseling service can help them overcome various problems at school, both academic and non-academic problems.’²¹

Based on the results of the researcher's interview above, it was concluded that it was difficult to provide time for students to be more open and utilize counseling services, even though these services actually really help them in overcoming learning problems. Attitude in determining the success of Counseling Services. If students feel afraid, embarrassed, or do not trust the service, then the intervention provided will not be optimal due to the lack of openness and honesty from students during the counseling process, Low student awareness in utilizing Counseling Services, One of the low awareness and interest of students in individual counseling services is an obstacle in the implementation of counseling services in schools.

Thus, these obstacles are interrelated and have a direct impact on the effectiveness of individual counseling services. Regarding student learning problems, they have not been fully implemented, therefore it is necessary. The solution provided to overcome obstacles in the implementation of individual counseling services at SMP 1 Kediri, One important effort is to increase the number of Guidance and Counseling (BK) teachers at the school. This is important because the limited number of BK teachers can hinder the implementation of effective services, especially in providing intensive and personal assistance to students who experience learning problems, including concentration problems. With an adequate number of BK teachers, services can reach more students and be carried out in a structured manner.

²¹HR (April 12, 2025) at SMP 1 Kediri. Obstacles in the implementation of Individual Counseling (direct interview)

Secondly, collaboration between parents and the school is also crucial. Family support significantly impacts the success of the counseling process. Therefore, schools are expected to establish good communication with parents through parent-teacher meetings, student progress reports, or direct communication when necessary. With parental involvement, students will feel more cared for and supported not only at school but also at home.

From a counselor's perspective, improving professional skills is also crucial. Guidance and counseling teachers need to develop effective communication skills with students, such as empathy, active listening, and the use of appropriate approach techniques for adolescents. This can be achieved through training, workshops, or discussion forums among guidance and counseling teachers.

A comfortable, quiet, and non-threatening counseling room can encourage students to be more open in discussing their concerns. Therefore, schools can consider designing counseling rooms, for example, with calming decor, adequate lighting, and the availability of facilities that support a relaxed yet professional atmosphere.

Finally, strong synergy is needed between guidance counselors, subject teachers, and homeroom teachers. This collaboration is crucial for early identification of students experiencing learning difficulties or showing signs of poor concentration. Through good communication between teachers, student issues can be addressed promptly and appropriately, allowing counseling services to positively impact student concentration and learning outcomes.

Conclusion

Based on the results of the research conducted by the author at SMP 1 Kediri, the researcher can conclude that the implementation of individual counseling services at SMP 1 Kediri has been running well at school, regarding "learning concentration". In fact, many students at SMP 1 Kediri have good concentration in learning, but there are still some students who cannot focus well in learning, there are still students who do not want to follow the lesson, students who do not like and do assignments at school, students who often forget the previous subjects, students who have difficulty continuously focusing

on school work while studying, the class conditions are not conducive, psychological and emotional conditions can also hinder students in paying attention to lessons in class, many students are bored and do not care when the teacher is explaining on the board. The results of the research on individual guidance and counseling that have been implemented show a change in better behavior which can later improve the concentration of students' learning at SMP 1 Kediri.

References

- A'la Miftahul. *Tips for Sharpening Children's Concentration Skills in Learning*. Yogyakarta: Flashbooks, 2010.
- Adi, Rianto. *Social and Legal Research Methods*. Jakarta, 2010.
- Agus Wibowo & Hamirin. *Becoming a Teacher with Character*. Yogyakarta: Pustaka Pelajar, 2012.
- Aunurrahman. *Learning and Teaching*. Bandung: Alfabeta, 2014.
- Giyono. *Guidance and Counseling*. Yogyakarta: Media Akademi, 2015.
- Hakim, Thursan. *Overcoming Concentration Disorders*. Jakarta: Rineka Cipta, 2009.
- Kusmawati, Nila & Kutut Dewa. *Introduction to Program Implementation and Counseling Guidance in Schools*. Jakarta: PT Rineka Cipta, 2017.
- Makmum Syamsudin, Abin. *Educational Psychology*. Bandung: Remaja Rosdakarya Offset, 2003.
- Mudijono & Dimiyati. *Learning and Teaching*. Jakarta: Rineka Cipta, 2006.
- Slameto. *Learning and the Factors That Influence It*. Jakarta: Rineka Cipta, 2010.
- Sugiyono. *Educational Research Methods*. Jakarta: Alfabeta, 2015.
- Prof. Dr. Sugiyono. *Qualitative Quantitative Research Methods*. 2019.
- . Wahab, Rohmalin. *Psychology of Learning*. Jakarta: Rajawali Pers, 2016.

- Willis, Sofyan. *Individual Counseling: Theory and Practice*. Bandung: CV Alfabeta.
- Arnild Augina Mekarisce. "Data Validity Checking Techniques in Public Health Quality Research." *Public Health Scientific Journal*, Vol. 12 No. 3, 2020.
- Kadek Suranata, Ketut Dharsana, Luh Putu Ayu. "Implementation of Humanistic Existential Counseling with Mediation Techniques to Improve Students' Concentration in Learning." *Undiksha e-Journal Guidance Department* Accessed from <http://ejournal.undiksha.ac.id/index.php/JJBK/article/view/3913> on February 12, 2018.
- Kusnarto, Ninik Setyowani, Amalia Cahya Setiani. "Improving Learning Concentration through Group Guidance Services." *Journal of Guidance and Counseling*, Vol. 3 No. 1, 2014.
- Laeli Anisa Fitri & Nova Erlina. "The Use of Individual Counseling Services with a Behavioral Approach to Reduce Students' Truancy Behavior." *Journal of Guidance and Counseling*, Vol. 3 No. 1, 2016.
- Nastiti, M. G., Susanto, D., & Auliah, N. "The Role of Guidance and Counseling Teachers in Individual Counseling to Improve Student Learning Concentration at SMP Negeri 3 Banjarbaru." *An-Nur Guidance and Counseling Student Journal*, Vol. 3 No. 3, 2022.
- Wibowo. "Factors Affecting Students' Learning Concentration." *Journal of Character Education*, August 2017.
- Zulamri & M. Ahmad Juki. "The Influence of Individual Counseling Services on Adolescent Self-Disclosure." *At-Taujih Journal of Islamic Guidance and Counseling*, Vol. 2 No. 2, 2019.
- Zulhijra, Mardeli, Isnaini, Idi. "Learning Process in the Islamic Religious Education Study Program, FITK UIN Raden Fatah." *Journal of Islamic Religious Education*, Vol. 3 No. 1, 2015