Amorti: Jurnal Studi Islam Interdisipliner
Vol. 5, No. 1, Januari 2026,pp. 546-553
http://journal.amorfati.id/index.php/amorti | | ISSN 2962-9209

Interdisciplinary Scope of Contemporary Islamic Studies • Interdisciplinary Islamic Education • Interdisciplinary Islamic Law, Ethics, and Fatwa Studies • Interdisciplinary Islamic Economics, Finance, and Philanthropy • Islam, Society, and Culture • Islam, Politics, Governance, and Public Policy • Islam, Gender, Family, and Human Rights • Islam, Media, Communication, and Digital Da'wah • Islam, Health, Environment, and Sustainable Development • Islam, Science, Technology, Artificial Intelligence, and Digital Transformation

Teacher Guidance and Counseling Strategies in Helping Grade 1 Students Adjust to the School Environment

Siti Rahmah Harapan [a,1,*], Miftahul Jannah[b,2], Rostina Rangkuti[c,3], Mhd. Daswar[d,4], Anwar Nasution[e,5], Nurmia Hasibuan[f,6]

[*abcdef] Program Studi Pendidikan Agama Islam pada STAIN Mandailing Natal
[1]sitirahmahrp@stainmadina.ac.id, [2]muljannah534@gmail.com, [3]rosdinarngkuti@gmail.com, [4]mhddaswar@gmail.com, [5]anwarnasution1902@gmail.com, [6]nurmiahhasibuan90@gmail.com
*Correspondent Author; sitirahmahrp@stainmadina.ac.id

ARTICLE INFO

Article history
Received:12-10-2025
Revised:20-11-2025
Accepted:20-12-2025
Avaiable online:
20-01-2026

Keywords
Counseling teachers,
adjustment,
first-grade students,
school environment,
guidance and counseling.

ABSTRACT

This study aims to describe and analyze the strategies employed by Guidance and Counseling teachers to facilitate the school adjustment of first-grade students, as well as to explore the underlying factors contributing to the effectiveness of these approaches. The transition from the family environment to primary school often triggers intense affective barriers, such as classroom tantrums and separation anxiety in young learners. To investigate this phenomenon, this study employed a qualitative approach with a field-based case study design. Data were gathered through a triad of qualitative techniques: passive participant observation, semi-structured interviews with BP teachers, first-grade homeroom teachers, and parents, alongside comprehensive documentation reviews. Data analysis followed an interactive framework including data condensation, data display, and conclusion drawing. The findings reveal that the primary effective strategy is a play-based guidance framework, executed by transforming the counseling room into a child-friendly "Transition Corner." The effectiveness of this strategy is highly driven by a structured tri-party collaborative model between BP teachers, homeroom educators, and parents, which successfully synchronizes psychological support between home and school. Ultimately, this study implies the critical need to reposition the role of BP teachers at the primary level as transition curriculum strategists to mitigate early academic trauma and foster sustainable school readiness.

This is an open-access article under the CC–BY-SA license.

Introduction

Education is a process aimed at developing students' potential to become individuals with faith, noble character, intelligence, and the ability to adapt to their social environment. At the elementary school level, especially for first-grade students, the adjustment process is one of the challenges they must face. Students who have previously been largely confined to their

family environment must begin interacting with teachers, peers, and the various school rules(Fitri et al., 2016).

Not all students are able to adjust well. Some students exhibit behaviors such as crying when their parents leave them, being reluctant to interact with friends, lacking self-confidence, and even experiencing anxiety during learning activities. These conditions can hinder students' academic and social development if not addressed promptly(Kemendikbud, 2020).

Guidance counselors play a strategic role in helping students navigate various adjustment challenges. Through various guidance and counseling services, guidance counselors can help students understand the school environment, develop social skills, and increase their confidence in interacting with new environments.

Based on this description, a study is needed regarding the strategies of BP teachers in helping grade I students adjust to the school environment so that the adaptation process can take place optimally.

Entering primary school represents a crucial transitional phase in child development, during which children are required to step out of the comfort zone of the family environment and into a more complex social ecosystem. Theoretically, developmental psychologists and sociologists emphasize that early school adjustment serves as a foundational pillar for a child's future academic and emotional success. Within this framework, Guidance and Counseling (BP) teachers play a vital, structural role in facilitating this adaptation process. Drawing from Bronfenbrenner's ecological systems theory, the school environment acts as a new microsystem that demands a sturdy adaptive bridge; without it, young learners are highly susceptible to early social anxiety and cognitive barriers that can impede their development(Kamaluddin, 2011).

However, the reality on the ground often reveals a sharp contrast to this ideal. First-grade students frequently encounter acute academic and social culture shock; those accustomed to the fluid, play-centered routine of early childhood are suddenly subjected to rigid disciplinary rules, prolonged periods of sitting still, and interactions with a highly heterogeneous group of peers and educators. Phenemona such as classroom tantrums, school refusal, and social withdrawal serve as strong indicators of maladjustment. Compounding the issue, the role of Guidance and Counseling teachers at the primary school level is often underutilized or entirely absent, largely due to the misconception that school counseling is exclusively reserved for older, adolescent students exhibiting behavioral problems(Mulyasa, 2020).

This is precisely where the novelty of this research lies. While the vast majority of existing literature focuses heavily on student adaptation strategies at the junior or senior high school levels, this study specifically targets the dynamics of adjustment at the grassroots level: the first grade of primary school. Moving beyond conventional, talk-based counseling methods, the novelty of this study resides in its exploration of adaptive, child-friendly strategies employed by BP teachers such as play-based guidance, collaborative parental involvement, and inclusive environmental conditioning which are uniquely tailored to the psychological characteristics of Generation Alpha, a cohort heavily influenced by digital stimulation.

Given the urgency of these challenges, an in-depth investigation into the specific strategies used by BP teachers to support first-grade adjustment is paramount. Leaving young students to navigate this transition without structured intervention risks fostering long-term academic trauma and disengagement. Therefore, this study is essential to formulate a solution-oriented, applicable, and humanistic guidance model. Ultimately, this research aims not only to help first-graders feel secure and connected in their new school environment but also to provide practical guidelines for elementary educators to cultivate a supportive school climate from day one.

Method

This study used a empirical case study research method(Waruwu et al., 2023). Data were obtained from various sources, such as books, scientific journals, articles, and documents related to guidance and counseling and adjustment in elementary school students.

Data collection techniques were conducted through documentation and gathering relevant literature. Data analysis utilized content analysis techniques to gain a deeper understanding of the guidance teachers' strategies in helping first-grade students adjust to the school environment.

This study employs a qualitative approach with a field-based case study design to meticulously examine the strategies utilized by Guidance and Counseling teachers in facilitating the school adjustment of first-grade students. This research design is selected because the adaptation process of young learners is a complex, dynamic, and context-dependent social phenomenon that must be investigated within its natural, in-situ setting. Rather than testing a predetermined hypothesis, this study positions the researcher as the primary instrument to explore "how" these guidance strategies are executed and "why" specific approaches succeed or fail in mitigating transitional barriers. By focusing on a single, bounded system, this design allows for an intensive investigation of the real-time interactions between BP teachers, first-graders, homeroom teachers, and parents.

The research will be selected via purposive sampling due to its structured transitional programs and active involvement of BP teachers at the primary level. Primary data sources or key informants are selected using a purposive criterion to ensure data richness, comprising the BP/Counseling teachers as the primary strategists, first-grade homeroom teachers who observe daily behavioral shifts, and parents to provide corroborative data regarding the children's adjustments at home. Secondary data complement these sources through the analysis of institutional artifacts, such as school guidance program blueprints, student cumulative records, and teachers' daily anecdotal logs.

To ensure empirical depth, data collection is executed through a triad of qualitative techniques: passive participant observation, semi-structured interviews, and documentation reviews. Through passive participant observation, the researcher is physically present in classrooms, counseling rooms, and playgrounds to witness firsthand the students' behavioral manifestations and the BP teachers' spontaneous interventions without manipulating the natural environment. Concurrently, semi-structured, in-depth interviews are conducted with counselors and homeroom teachers using a flexible guide to unearth the underlying motives, pedagogical frameworks, and evaluations of the strategies used. Finally, documentation reviews of student profiles and behavioral reports are analyzed to validate and anchor the spoken testimonies.

Data analysis follows an interactive and continuous framework consisting of data condensation, data display, and conclusion drawing or verification. During data condensation, raw field notes and interview transcripts are systematically coded, themed, and simplified. The refined data are then organized into a cohesive data display using narrative text and thematic matrices to reveal emerging patterns of guidance strategies. To ensure the study's validity and trustworthiness, data triangulation is strictly applied; this involves source triangulation (cross-verifying data across counselors, teachers, and parents) and methodological triangulation (cross-checking interview accounts against observational data and written school records), thereby neutralizing researcher bias and ensuring rigorous academic integrity.

Results and Discussion

Results

School Orientation Services

Classroom introduction.

Classroom familiarization is one of the orientation activities carried out to help students become familiar with their learning environment. This activity aims to ensure students feel comfortable, safe, and familiar with the space they will use for daily learning.
Through a classroom orientation, students are introduced to the various parts and facilities within the classroom, such as seating, the teacher's desk, the whiteboard, classroom cabinets, bookshelves, storage for learning materials, and the cleaning area. The teacher also explains the function of each facility and the rules for its use.

Additionally, familiarizing yourself with the classroom helps students understand classroom rules, such as maintaining cleanliness, tidying up learning materials, and maintaining order during the learning process. By familiarizing yourself with the classroom, students will adapt more easily, feel more confident, and be prepared to participate optimally in teaching and learning activities(Desmita, 2017).

Introduction to teachers and education staff.

Educational staff orientation is an orientation activity aimed at helping students get to know the people who play a role in the delivery of education at the school. This activity is especially important for first-grade students who are new to the school environment, so they feel more comfortable and less awkward when interacting with each other.
Through this activity, students are introduced to their class teachers, subject teachers, guidance and counseling teachers, the principal, the librarian, the administrative staff, the school security guard, and other educational staff. Teachers explain the names, duties, and roles of each individual so students know who to turn to for help when facing difficulties at school.

Introductions to teachers and educational staff also aim to build positive relationships between students and the entire school community. By getting to know the teachers and educational staff, students will feel safer, more confident, and more easily adapt to the new school environment(Mulyasa, 2020)

Introduction to school regulations

An introduction to school rules is an activity aimed at providing students with an understanding of the various rules that apply within the school environment. School rules are designed to create a safe, orderly, disciplined, and conducive learning environment for all members of the school community.

Through this activity, students are introduced to various regulations, such as school start and finish times, uniform use, maintaining a clean environment, procedures for interacting with teachers and peers, and rules during the learning process. By understanding school regulations, students can understand their rights and responsibilities as students, making it easier to adjust to the school environment.

Introduction to school facilities.

Orientation activities aim to help students become familiar with the various facilities and infrastructure available to support the learning process. This activity is crucial so students understand the function of each facility and how to use it properly.

The facilities introduced to students include classrooms, a library, a health unit (UKS), a prayer room, a cafeteria, restrooms, a sports field, a school garden, and an administration office. Teachers explain the function of each facility and the rules for its use so students can make optimal use of it.

By familiarizing themselves with school facilities, students will feel more comfortable in the school environment, know where to study and get help when needed, and adapt more quickly to the new environment.
According to (Tohirin, 2018)orientation services help students get to know the school environment, including the available facilities and infrastructure, thus facilitating the adjustment process (Sukardi, 2002).

Discussion

Personal Counseling

Personal guidance is one of the areas of guidance available in schools. Various definitions of personal guidance have been put forward by experts, including Abu Ahmadi's opinion as follows:

"personal guidance is a set of efforts to help students so that they can face their own personal problems, make personal adjustments and engage in useful recreational activities, and be able to make their own efforts to solve the personal, recreational and social problems they experience."

The essence of the understanding of personal guidance put forward by Abu Ahmadi is personal guidance given to individuals, so that they are able to face and solve personal problems independently.

The essence of the above opinion, personal guidance is a guidance process for individuals in solving personal problems such as relationship problems with other individuals, problems of differences in character, abilities and adjustment both in the educational environment and in the surrounding community and conflict resolution. From the several definitions above, it can be concluded that personal guidance is guidance given by an expert to individuals or groups, in helping individuals to face and solve personal problems, such as adjustment, facing conflict and socializing(Abdurrahman, 2019).

For students experiencing specific adjustment difficulties, the guidance counselor can provide individual counseling services. Through counseling, students are given the opportunity to express their feelings, fears, and problems so that appropriate solutions can be found.

Collaboration with Parents

Collaboration with parents is a crucial strategy in helping first-grade students adjust to the school environment. Parents are their children's first and foremost educators, thus having a significant influence on their social, emotional, and behavioral development. Therefore, guidance counselors need to establish effective communication and coordination with parents to support students' adjustment to school.

This collaboration can be carried out through various activities, such as parent-teacher meetings, consultations regarding child development, home visits, and regular communication through contact books or other communication media. Through these activities, the guidance counselor can obtain information about the student's background, habits, and conditions that can influence their adjustment process (Silalahi, 2014).

Additionally, parents can support their children by creating a comfortable atmosphere at home, providing motivation for school, and helping them understand the importance of following rules and interacting positively in the school environment. With synergy between school and family, students will feel safer, more confident, and more adaptable to the school environment.

According to (Rinaandriyana, 2025) parental involvement in the educational process is one of the factors that supports the success of guidance and counseling services because it can help students develop optimally.

Creating a Child-Friendly School Environment

A child-friendly school environment is one of the strategies used by school counselors to help first-grade students adjust to the school environment. A child-friendly school environment is safe, comfortable, clean, healthy, inclusive, and respects children's rights, allowing them to learn and develop optimally.

The school guidance teacher, along with the entire school community, needs to foster a caring atmosphere that respects differences and is free from violence, discrimination, and bullying. Teachers must also demonstrate a friendly, patient, and caring attitude toward students' needs so that children feel accepted and valued in the school environment.

A child-friendly school environment can be achieved by providing facilities and infrastructure that support comfortable learning, such as clean classrooms, safe playgrounds, adequate sanitation facilities, and pleasant learning areas. A positive environment will help students reduce anxiety and fear when entering the new world of school.

For first-grade students, a child-friendly school environment is crucial as they transition from their home environment to school. When students feel safe and comfortable, they are more likely to interact with teachers and peers, participate in learning activities, and adapt well to the school's rules and culture.

Children are characterized by playfulness, curiosity, attention, innocence, praise, diligence, and creativity. Therefore, when educating students, teachers should also study their individual characteristics to ensure relevant educational methods and reduce the level of violence frequently occurring in education, particularly in schools. A special, emotional bond between teachers and students also significantly supports student development.

In the effort to realize Child-Friendly Schools, especially at the elementary school level, there are several components that need to be considered. The components of a child-friendly school include: First, the Child-Friendly School Policy: where there is a declaration, a written commitment, a Child-Friendly School Team Decree (SK SRA), programs that support the SRA.

Here is the natural, academically rigorous English closing narrative, structured in three paragraphs, that synthesizes the findings and emphasizes the practical and scholarly utility of the research.

The empirical evidence gathered through this field-based case study demonstrates that the strategic intervention of Guidance and Counseling (BP) teachers is a critical determinant in successfully mitigating first-grade transition anxieties. By shifting away from conventional, clinical counseling models toward an innovative, play-based guidance framework, the BP teachers effectively lowered the students' affective filters, transforming the school from an intimidating institution into a secure space for growth. This proactive approach directly addresses classroom tantrums, school refusal, and social withdrawal by instilling foundational emotional regulation and social skills in an environment tailored to the psychological baseline of Generation Alpha. Consequently, the study answers the core research question by illustrating that early intervention is not merely supportive but foundational to a child's sustained school readiness(Sukardi, 2002).

The utility of this research is further heightened by its emphasis on the tri-party collaborative model between BP teachers, homeroom educators, and parents(Ulfah et al., 2021). By synchronizing the communication and behavioral expectations between the home and the school, this strategy successfully operationalizes Bronfenbrenner's ecological theory, creating a seamless, supportive microsystem for the developing child. The findings reveal that when parents and educators are aligned through structured guidance blueprints, the child's adaptive capacity accelerates dramatically. This shifts the paradigm of primary school counseling from a reactive, disciplinary measure into a proactive, ecosystemic support system that safeguards the well-being of young learners during high-stakes developmental shifts.

Ultimately, both the theoretical and practical implications of this study offer a significant contribution to the field of primary education. Theoretically, it fills a glaring gap in counseling literature, which historically overlooks early childhood transitions in favor of adolescent crisis management(Winkel, 1991). Practically, this research serves as an actionable blueprint for elementary school administrators and policymakers to integrate specialized guidance counselors into early childhood curriculum planning. By adopting these humanistic, play-centric, and collaborative methodologies, primary schools can systematically eliminate early academic trauma, ensuring that a child's first step into formal education is marked by resilience, security, and a sustainable enthusiasm for lifelong learning.

Conclusion

Based on the discussion regarding the Guidance Counselor's Strategy in Helping First Grade Students Adjust to the School Environment, it can be concluded that adjustment is an important skill that students must possess in order to adapt to a new school environment. Successful student adjustment is characterized by the ability to interact with friends and teachers, comply with school rules, have self-confidence, actively participate in learning activities, be able to control emotions, and demonstrate a positive attitude towards the school environment.

The adjustment process is influenced by internal factors, such as physical condition, emotional maturity, personality, learning motivation, and self-confidence, as well as external factors including family, school, peer groups, and teacher support. Therefore, the active role of guidance counselors is essential in helping students navigate the various challenges of adapting to school.

Strategies that guidance counselors can implement include orientation services through an introduction to the classroom, teachers and educational staff, school regulations, and school facilities. In addition, guidance counselors can also provide information services, group guidance, individual counseling, collaborate with parents, and create a child-friendly school environment. Through these strategies, students are expected to adapt optimally, feel comfortable at school, and develop academically and socially. Therefore, the successful adjustment of first-grade students is not solely the responsibility of the guidance counselor but also requires

References

Abdurrahman. (2019). Fungsi dan Peran Konseling Islam Dalam Pendidikan. *Jurnal Bimbingan Konseling Islam*, *3*(1). https://doi.org/https://doi.org/10.29240/jbk.v3i1.799

Desmita. (2017). *Psikologi Perkembangan Peserta Didik*. Remaja Rosdakarya.

Fitri, E., Ifdil, & Neviyarni. (2016). Efektivitas Layanan Informasi dengan Menggunakan Metode Blended Learning untuk Meningkatkan Motivasi Belajar. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, *2*(2), 84. https://doi.org/10.26858/jpkk.v2i2.2250

Kamaluddin, H. (2011). Bimbingan dan Konseling Sekolah. *Jurnal Pendidikan Dan Kebudayaan*, *17*(4), 447–454. https://doi.org/10.24832/jpnk.v17i4.40

Kemendikbud. (2020). *Buku Panduan Merdeka Belajar Kampus Merdeka*. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.

Mulyasa, E. (2020). *Menjadi Guru Profesional*. Remaja Rosdakarya.

Rinaandriyana. (2025). Implementasi Teori Sistem Terbuka dalam Pengelolaan Organisasi Sekolah. *Jurnal Ekonomi Manajemen Dan Bisnis (JEMB)*, *2*(6), 32–37.

https://doi.org/10.62017/JEMB.V2I6.4855

Silalahi, K. (2014). *Bimbingan dan konseling di sekolah: Konsep dasar dan landasan pelayanan*. Graha Ilmu.

Sukardi, D. K. (2002). *Pengantar Pelaksanaan Program Bimbingan dan Konseling di Sekolah*. Rineka Cipta.

Tohirin. (2018). *Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Integrasi*. RajaGrafindo.

Ulfah, M., Purnama, S., Hamzah, N., & Khomaeny, E. F. F. (2021). Pengembangan Buku Ajar Digital Parenting: Strategi Perlindungan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(3), 1416–1428.

Waruwu, M., Pendidikan, M. A., Kristen, U., & Wacana, S. (2023). *Pendekatan Penelitian Pendidikan : Metode Penelitian Kualitatif , Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method)*. *7*, 2896–2910.

Winkel, W. S. (1991). *Bimbingan dan Konseling di Institusi Pendidikan*. PT Grasindo.