



The Role of BK Teachers in Providing Psychological Assistance to Students Who Want to Drop Out of School at SMP Negeri 2 Lempuing Jaya

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ABSTRACT

The phenomenon of students wishing to drop out of school at the junior secondary education level is a serious problem that impacts the future quality of human resources. Guidance and Counseling (BK) teachers play a key role in offering psychological support to students facing personal and academic challenges. In the case of students at risk of dropping out, BK services are not only consultative but also interventional. This study aims to examine the role of BK teachers in providing psychological assistance to students who show a desire to drop out of school at SMP Negeri 2 Lempuing Jaya. Using a qualitative approach with an exploratory case study design on one grade IX student, interventions are applied using Cognitive Behavioral Therapy (CBT) in stages. The results showed a change in the student's mindset, though economic pressure remains the main obstacle to sustaining behavior change. These findings emphasize the importance of integrating psychological interventions with family- and economic-based support to prevent long-term dropout.

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1. INTRODUCTION

The phenomenon of students who experience the desire to drop out of school at the junior secondary education level is a serious problem that has a direct impact on the quality of human resources in the future. A report from the Ministry of Education and Culture (Kemendikbud, 2023) states that more than 100,000 junior high school students in Indonesia do not complete their education each year, with the main reasons including economic pressure, family conflicts, and low motivation to learn. This situation demands serious attention from all parties, including educational institutions, teachers, and school counselors. Guidance and Counseling (BK) teachers have a strategic role in providing psychological services for students who face personal and academic problems (Ursula et al., 2020). In the context of students who are at risk of dropping out of school, BK services are not only consultative but also interventional [1]. As stated by Amalia et al. (2023), the active role of BK teachers in building student resilience through the right psychological approach has been proven to be able to reduce students' tendency to leave school prematurely.

One of the effective intervention approaches in BK services is Cognitive Behavioral Therapy (CBT), developed by [2]. This approach emphasizes the relationship between thoughts, feelings, and behaviors, as well as how cognitive distortions can trigger negative emotions and maladaptive decisions [3]. CBT has been shown to be able to identify adverse automated thoughts and replace them with a more rational and adaptive mindset [4]. The application of CBT in the school context allows BK teachers to facilitate behavior change through individual and group counseling sessions. This approach is not only remedial, but also educational and preventive, as it is able to help students build self-efficacy, overcome anxiety, and reformulate their educational goals. In the case of students with high socioeconomic stress, CBT acts as a bridge to overcome internal conflicts and create new expectations for the future.

This study aims to examine the role of BK teachers in providing psychological assistance to students who experience the desire to drop out of school, by applying the Cognitive Behavioral Therapy approach in stages. The main focus of the research is how BK teachers identify students' psychological problems, apply CBT stages

contextually, and evaluate their impact on changes in students' mindsets and decisions. This research is expected to contribute to the practice of counseling services in schools and suggest systemic reinforcement for more sustainable psychological interventions [5].

2. RESEARCH METHOD

This study uses a qualitative approach with an exploratory case study design that focuses on one grade IX student at SMP Negeri 2 Lempuing Jaya who shows a strong desire to drop out of school. Data collection techniques were carried out through participatory observation, in-depth interviews with students, BK teachers, and homeroom teachers, and documentation during the intervention process. The intervention was carried out in stages using the Cognitive Behavioral Therapy (CBT) approach in the form of group and individual counseling, starting from psychological assessment using questionnaires, the implementation of counseling with cognitive restructuring techniques, to the use of CBT worksheets. The data obtained were analyzed thematically by triangulating sources to improve validity, as well as exploring how the counseling process influences changes in students' mindset and behavioral intentions in the context of socioeconomic pressures [6].

3. RESULTS AND ANALYSIS

3.1 Psychosocial Dynamics of Students at Risk of Dropping Out of School

Analysis The case analysis of JP, a grade IX student at SMP Negeri 2 Lempuing Jaya, shows the complexity of psychosocial pressure that triggered her desire to end formal education. Based on interviews and direct observations, subjects showed significant internalization symptoms of moral burden, due to the family's limited economic background. The subject felt that continuing education would actually increase the financial burden on his parents and younger siblings. In his thinking, education is perceived as a threat to family stability, not as an opportunity for future improvement. This view is a form of cognitive distortion in the form of catastrophizing and overgeneralization, which is in line with the theory of automatic mind by [3], as also stated by [7].

The subject's emotional reactions also lead to anticipatory guilt-based anxiety disorder. The conflict-filled family environment due to economic problems reinforces the subject's negative perception of the future. The ecosystem perspective applied in this analysis shows that the subject's decision not to continue school is an adaptive response to multisystem pressures, both from within the family, economic conditions, and social burdens as the third of six children [8].

3.2 Application of Psychoeducational Intervention Strategies

The intervention was carried out by applying the Cognitive Behavioral Therapy (CBT) approach in stages, adjusted to the psychosocial context and developmental characteristics of the subject. The intervention initiation stage begins with a collaborative process between researchers and counseling teachers in designing a comprehensive and structured mentoring strategy.

The intervention planning process involves an in-depth discussion with Hardianti S.Pd as the Counseling Guidance teacher to identify the therapeutic approach that best suits the subject's psychosocial condition. This coordination stage includes the establishment of assessment methods, cognitive-behavioral intervention techniques, and continuous evaluation strategies. This professional collaboration ensures that the approach applied has a strong theoretical foundation as well as being relevant to the school's institutional context. In the next stage, a comprehensive psychological assessment was carried out using structured questionnaire instruments to map cognitive, affective, and perception aspects of education. The distribution stage of the assessment instrument was carried out in a classroom setting to obtain objective baseline data regarding the subject's psychological condition.

The data collection process through this structured questionnaire aims to identify maladaptive mindsets, academic anxiety levels, and subjects' perceptions of the value of education in a family context. The results of the questionnaire showed that although the subjects understood the importance of school, they associated it with negative consequences for their families. These findings confirm the existence of cognitive distortions that require restructuring through a systematic therapeutic approach. After the assessment stage, the implementation of a group intervention involving three subjects' classmates was carried out to build social support and alternative perspectives. This group counseling approach is designed based on Bandura's social learning theory, which emphasizes the importance of modeling and peer support in the process of cognitive-behavioral change.

Group interventions aim to normalize the subject's feelings and rebuild self-efficacy through social learning [9]. The group dynamics in these sessions allowed subjects to explore alternative perspectives on educational value and identify adaptive coping strategies. The process of sharing experiences with peers helps reduce the feelings of isolation and stigma experienced by subjects regarding their family's economic conditions. The next stage involves the application of cognitive restructuring strategies in individual counseling sessions, using Socrates question techniques



and CBT worksheets. This individualized approach allows for a more in-depth exploration of the subject's belief system and the implementation of specific cognitive-behavioral techniques.

BK teachers help subjects evaluate maladaptive beliefs, such as the belief that "going to school = burdening parents", to "education is a means to help families in the future" [10]. This cognitive restructuring process is carried out in stages using challenging thoughts, evidence examination, and alternative thinking techniques to identify and modify non-adaptive mindsets.

3.3 Evaluation of Intervention Outcomes and Change Resistance

Evaluation of the intervention showed partial results. Subjects show a change in understanding the importance of education, but have not been able to escape the initial belief that dropping out of school is a form of contribution to the family. Individual counseling on April 30, 2025 revealed that the subject still felt guilty if he continued school. In the follow-up counseling (May 7, 2025), although the subject filled out the CBT worksheet well and understood the relationship between thoughts and actions, he still insisted that being at home and helping the parents was the best decision. This symptom reflects an approach-avoidance conflict, in which the desire to succeed academically is opposed to the desire to maintain family stability. This suggests that although CBT helps to reorganize cognitive structures, psychological interventions still have limitations if they are not accompanied by structural changes. These findings also support the literature that states that the success of counseling often depends on external socioeconomic contexts.

These symptoms reflect conflict *approach-avoidance*, where the desire to succeed academically is at odds with the desire to maintain family stability. This shows that although CBT helps to reorganize cognitive structures, psychological interventions still have limitations if they are not accompanied by structural changes (Wibowo & Astuti, 2021). These findings also support the literature that states that the success of counseling often depends on external socioeconomic contexts [11].

3.4 Systemic Implications and Comprehensive Support Recommendations

Field findings emphasize the importance of developing multi-level interventions that not only focus on individuals, but also engage family and socioeconomic environments. The application of CBT individually has been shown to be capable of identifying and modifying cognitive distortions, but it is not powerful enough to change subjects' decisions due to systemic economic pressures. Therefore, the integration of family-based counseling services and economic support is the main recommendation. Suggested further strategies include strengthening scholarship programs for families with many children, providing school-based vocational training, and parental involvement in family counseling sessions [12]. This is in accordance with the advice [8] which mentions the need for a holistic approach to address the challenge of educational inequality. The next direction of research is suggested to develop a community-based collaborative model with a cross-sectoral approach to create sustainable interventions.

4. CONCLUSION

The application of psychological intervention with the Cognitive Behavioral Therapy (CBT) approach in assisting students at risk of dropping out of school at SMP Negeri 2 Lempuing Jaya shows that this approach is effective in identifying and modifying the cognitive distortions experienced by students. The intervention process, which is carried out gradually, starting from psychological assessments, group counseling, to individual counseling sessions with cognitive restructuring techniques and the use of CBT worksheets, succeeded in increasing the subjects' awareness of the importance of education and strengthening limited self-efficacy. However, the results of the intervention also revealed that structural pressures in the form of severe family economic conditions remain the main factor limiting sustainable behavior change. Subjects' decision not to continue school suggests that individual-based interventions have limitations when not offset by systemic support from the family and socioeconomic environment. Therefore, a holistic intervention model that integrates psychological services with economic support and active family involvement is needed to prevent school dropout rates more effectively and sustainably.

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