Collaboration of Teachers, Parents, and Counselors in Overcoming Non-Academic Problems of Elementary School Students

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A B S T R A K

Permasalahan siswa di sekolah tidak hanya mencakup permasalahan akademis, tetapi juga non akademis. Salah satu upaya untuk mengatasi hal tersebut adalah dengan melakukan kolaborasi oleh guru, orang tua, dan konselor. Penelitian ini bertujuan untuk menghasilkan model kolaborasi guru, orang tua, dan konselor berbasis experiential learning untuk menyelesaikan masalah non akademis siswa. Metode penelitian yang digunakan adalah Research and Development (RnD). Instrumen penelitian yang dugunakan adalah angket semi terbuka terkait permasalah non-akademik siswa, angket pemahaman orang tua, dan instrumen validasi model. Subjek dalam penelitian ini adalah 8 guru di SD dan Wali siswa yang memiliki kencenderungan masalah non-akademik. Analisis data yang digunakan adalah uji kevalidan, kepraktisan, dan keefektifan. Hasil penelitian menunjukkan bahwa perilaku non-akademis yang menggangu dan sulit diatasi guru adalah disrespect dan disruptif. Sedangkan pemahaman wali murid berkaitan dengan masalah ini masih rendah. Untuk menyelesaikan masalah ini, model yang dikembangkan akan memiliki beberapa scenario antara lain; concrete experience; reflective observation; abstract conceptualization; active experimentation & evaluation. Hasil penelitian menunjukkan bahwa keterlibatan orang tua dan konselor sangat berpengaruh terhadap upaya meminimalisir masalah non-akademik yang dialami oleh siswa. Model ini akan berdampak langsung pada kemudahan guru di sekolah ketika menghadapi siswa yang memiliki masalah-masalah non-akademik.

A B S T R A C T

Student problems at school not only include academic problems, but also non-academic problems. One effort to overcome this is by collaborating with teachers, parents, and counselors. This study aims to produce a collaborative model of teachers, parents, and counselors based on experiential learning to solve students' non-academic problems. The research method used is Research and Development (RnD). The research instrument used was a semi-open questionnaire related to students' non-academic problems, a questionnaire on parental understanding, and model validation instruments. The subjects in this study were 8 elementary school teachers and guardians of students who had a tendency to non-academic problems. Analysis of the data used is a test of validity, practicality, and effectiveness. The results of the study show that non-academic behavior that is disturbing and difficult for teachers to overcome is disrespectful and disruptive. Meanwhile, the understanding of parents regarding this issue is still low. To solve this problem, the developed model will have several scenarios, including; concrete experience; reflective observation; abstract conceptualization; active experimentation & evaluation. The results showed that the involvement of parents and counselors greatly influenced efforts to minimize non-academic problems experienced by students. This model will have a direct impact on the ease with which teachers in schools deal with students who have non-academic problems.

1. INTRODUCTION

The problem of elementary school students experiencing a shift is that delinquency was previously carried out by junior high school students and is now carried out by elementary students (Tanaka et al., 2017). This is because elementary school students quite often use the internet. Internet use in elementary

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school-age children would affect children's psychological development, such as children experiencing concentration problems in learning (Helsper & Shamed, 2019; Salavera et al., 2019). The research found that child delinquency caused by internet use causes disturbances studying in school (Bessa et al., 2019; Husna, 2020). If students' behavior problems in elementary schools are not addressed, it will have worse effects such as ongoing depression and crime that will continue to the next level of education (Husna, 2020; Kaminski & Sloutsky, 2020). Destructive behaviors in these children can be more easily corrected from an early age (Marini et al., 2021; Petty et al., 2014). The problem is that primary schools in Indonesia generally do not have counselors or Counseling Guidance teachers. The absence of guidance and counseling teachers in primary schools resulted in all student problems being handled by the classroom teacher. Many cases of violence committed by elementary school students result from previously accepted behavior of teachers and parents (Winarni et al., 2021). Many parents still do not understand good parenting (Kamar et al., 2020; Wandini et al., 2021). Many parents take shortcuts such as scolding children, berating, using dirty words, and even using violence to solve the problem of delinquency committed by children. However, these ways are part of lousy parenting (Gaspar et al., 2018).

Based on the description above, behavioral problems in elementary schools, especially non-academic problems, need to be addressed immediately. A collaborative model is needed between counselors, teachers, and parents to overcome this problem (Amanda et al., 2016; Salmia & Yusri, 2021). The collaboration model is carried out by counselors, teachers, and parents through four stages of the experiential learning model: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Counselors must build cooperation with parents by inviting parents to study critical problems experienced by students at school ((Ardi et al., 2017; Smeets, 2017). Parents' contribution in monitoring students outside of school provides positive support for student development. This is, of course, the result of collaboration between counselors and parents so that efforts to handle and prevent problems experienced by students become better than teacher faced the student alone. Experiential learning research and found that the effect of experiential learning on the form of teamwork was very significant (Jose et al., 2017; Nugroho, 2017). This is supported by the four stages of the experiential learning cycle, Research conducted by Kolb in, who defines "knowledge" as a transformation process that is created and remade continuously (Dilvina et al., 2021; Puspitowati, 2019).

In line with the description above, it was found that several children's problems currently need to be handled by schools, including supervision and control of children in using gadgets and social media and student discipline at school. If this is not addressed immediately, it will impact student achievement and a decline in the quality of schools. Therefore, schools must increase cooperation through teachers, parents, or guardians of students and counselors to overcome these problems. Elementary school age is the final childhood that lasts from six to approximately the age of twelve (Erawati et al., 2021; Lee et al., 2016; Rahmatih et al., 2021). The main characteristic of elementary school students is that they display individual differences in many ways, including differences in intelligence, cognitive and language abilities, personality development, and physical development of children. The research stated that children begin to enter the world of knowledge and work in psychosocial development from the age of six until puberty (Daniel et al., 2017; Pujawan et al., 2020). Elementary school-age students are developing individuals, so there is no need to doubt their courage. Every elementary school child is undergoing physical and mental changes for the better.

In elementary school, the teacher is a central figure for children, and at the same time as the first person outside the student's family, who has an intensive contact with children (Hacieminoglu, 2016; Indrianto & Fatmawati, 2020; Lee et al., 2016). So that all actions taken by teachers in the teaching and learning process will affect the development of students at school. The occurrence of a shift in delinquency by elementary school students requires teachers to be ready to face problems that tend to be more severe (Albanjari, 2018; Nemeth et al., 2019). The participation or involvement of parents in the education unit is very much needed, especially at elementary school age. At the age of 7-13 years, children need the guidance of parents and teachers at school. Recognizing the importance of parental participation in schools, the Directorate General of Early Childhood Education and Community Education has also established a School Partnership program with Families and Communities. At that age, children are also considered children at an age with a high level of vulnerability. They can be easily influenced by their peers' behavior, such as committing, fighting, dropping out of school and other crimes, and experiencing psychological disorders. In times like this, support from parents is needed to avoid things like those mentioned above.

Non-academic behavior problems are sometimes just ordinary problems, it's just that if they are not understood and mastered the ways to handle them, this will disrupt learning interactions in the classroom (Khaola et al., 2022; Wright-Mair & McCartin, 2022). Student behavior such as chatting during class, not doing classwork, or walking around in class when all other students were studying at their desks did not seem to harm students and the class at that time (Budiyono, 2018; Utomo et al., 2021). However, if

this kind of behavior is left unchecked and the treatment is not successful, the teacher will generally return to using harsher methods. Even though the use of punishment is a natural phenomenon that occurs like wind and rain as a natural factor, the principle of punishment (punishment) in operant conditioning is often poorly understood and misapplied (Subali, Kumaidi, & Aminah, 2019). Of course this is detrimental to teachers and students, while research results regarding the use of the principle of punishment or reinforcement to change unwanted behavior show success even for autistic children (Gustian, 2021). Some of the children's problems that currently must be addressed by schools include the supervision and control of children in using gadgets and social media as well as the proximity of children to their parents, causing a bad record for children's achievements and discipline in school. If this is not immediately resolved, it will have an impact on student achievement and the decline in the quality of schools. Therefore, schools must continue to increase cooperation with parents or guardians of students to overcome these problems.

The findings of previous research stated that the role of the teacher was needed to help students solve learning problems (Pitaloka et al., 2021; Utari et al., 2020). Other findings also state that parents need to accompany and provide positive support for student development (R. M Wijayanti & Fauziah, 2020; Resti Mia Wijayanti & Fauziah, 2020). Through discussions and consultations between teachers and counselors, it is hoped that changes will occur in the student learning process in schools so that they emphasize cognitive or academic aspects/rational mind. But also compelling/social-emotional/emotional aspects of the mind (Ayatiningsih, 2019). In addition, this collaboration model also involves parents in discussions and consultations so that parents can accompany their children when they are at home in the process of solving problems. Discussions and consultations will also have implications for increasing parenting skills better than parents (Anjasari et al., 2020). There is no study on the collaboration of Teachers, Parents, and Counselors in Overcoming Non-Academic Problems of Elementary School Students. The novelty value in this study is the collaboration model between counselors, teachers, and parents in solving non-academic problems that occur in elementary school students. The purpose of this study is to analyze the collaboration of teachers, parents, and counselors in overcoming non-academic problems of elementary school students.

2. METHOD

This research was conducted with a Research and Development (R&D) design for eight months. The model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation) (Tom Harris, 2007). The steps are as shown in Figure 1.
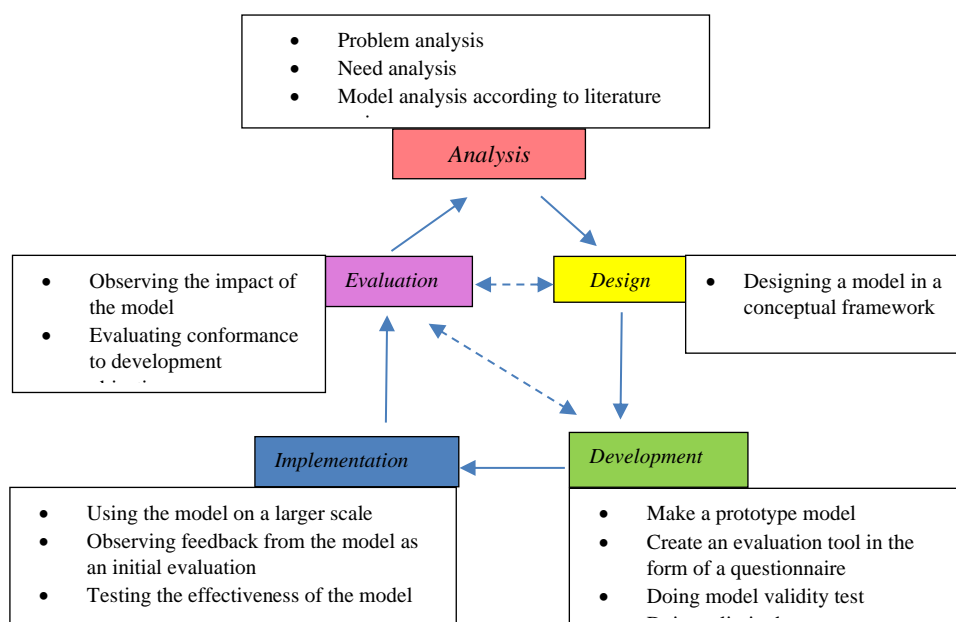

Figure 1. Collaborative model development stages

In the first stage, the analysis stage of students' non-academic problems, a picture of the collaboration of parents, teachers, and counselors in overcoming students' non-academic problems is carried out. The first stage of research is survey research. Researchers surveyed three Partner Elementary Schools in the Mataram City area. The reason for choosing this school is because there is an exciting thing, namely that this school is considered a superior school and is a University of Mataram Partner school.

Hence, it often receives direct guidance from Fkip education experts. The subjects in the study were 12 teachers, and they consisted of 4 men and eight women from three schools. The subject responds to a semi-open questionnaire with ten non-academic student problems with semi-open answer choices. Respondents put a checkmark ($\sqrt{}$) in the available column Research conducted by the available answer choices. The answer given can be more than one. If the available answer choices do not represent the views of the teacher and parents, the subject is welcome to write his/her response at the end of the answer choices (Hoque, 2017). This study focuses on only three types of problem groups, considering the condition of the research location is not yet conducive due to the COVID-19 pandemic outbreak and the comprehensive coverage discussed. At the analysis stage, a study has been carried out on behavioral problems in elementary school students—identification of the problem solving by the teacher.

Furthermore, a needs analysis is needed to solve the problem. An analysis of the literature review on the collaboration model was also carried out. Furthermore, at the design stage, the collaboration model is designed. The model's design is still in a conceptual framework referred to as the initial draft of the model. At the development stage, what will be done is to validate the initial draft of the model. The initial draft was tested for validity through expert trials, namely content and model experts. Based on expert opinion, improvements will be made if there are design deficiencies to obtain a valid model. The valid model will then be tested in a limited group. The limited group trial was conducted in two elementary schools, namely an elementary school in the city center and one on the outskirts. The results of these trials can be evaluated to be used as improvements (Jennings, 2018).

In the second stage, the implementation stage is carried out, namely implementing trials in large groups. This trial was conducted at the Partner School in Mataram City. The two schools are located in the city center and on the outskirts. Based on the large group trial results, an evaluation of the model's practicality and effectiveness was carried out. Based on this, the suitability of the model developed with the development objective can be seen. So that a valid, practical, and effective draft of a collaboration model can be obtained. Furthermore, this study collects information about the description of parents' understanding of collaboration with the same subject. It collects data on the implementation of collaboration by teachers, parents, and counselors in overcoming students' non-academic problems. The subjects gave their responses to a semi-opened questionnaire consisting of 12 items with semi-open answer choices, and respondents put a checkmark ($\sqrt{}$) in the available column Research conducted by the available answer choices. The answer given can be more than one. If the available answer choices do not represent the opinions of people who know, then the subject is welcome to write his response at the end of the answer choices. This study will only examine three indicators related to parents' opinions about collaboration with teachers and counselors when facing students' non-academic problems, which are considered urgent considering that the implementation of data collection conditions was not supported due to the Covid 19 pandemic.

There are two types of data in this study: qualitative and quantitative. Qualitative data in the form of values from expert validity, teacher, parent, and counselor questionnaires, and student problem-solving achievement questionnaires will be tested by task. The qualitative data was obtained from criticism, feedback, and suggestions from validators, teachers, counselors, and parents. The qualitative data is used to make improvements to the developed model. To support the results of these calculations, also seen supporting data in interviews with students. The data obtained is then calculated the frequency for analysis purposes to see which non-academic problems of students indicated by problematic behavior are most often selected for each item. In order to obtain a complete picture of non-academic problems related to student behavior indicated as problematic Research conducted by the opinion of teachers from a school. The three indicators of the ten problems reported in this study relate to; (1) Non-academic problems related to student behavior that is the most disturbing; (2) Non-academic problems related to student behavior that is difficult for teachers to deal with; (3) Non-academic problems.

Related to student behavior encourages teachers to need expert assistance (counselors) and collaborate with parents. The data obtained is then calculated the frequency for analysis purposes to see the parents' understanding of collaboration in overcoming students' non-academic problems, which indicated that the concept of collaboration was something new for them. The results of the three questionnaire indicators reported in this study relate to (Pratiwi, 2020); (1) initial perception of collaboration; (2) parents' understanding of the occurrence of students' non-academic problems that are the most disturbing; (3) efforts to assist students in solving non-academic problems through collaboration. The filling of this questionnaire was carried out guided by the researcher to help teachers if they had problems understanding so that they could give the correct answer Research conducted by them. Based on the data collected, the frequency is calculated and then displayed in the form of a bar chart for analysis purposes.

3. RESULT AND DISCUSSION

Result

Of the twelve teachers who were the subjects of the research, filling out a questionnaire, four people were selected to be interviewed. Interviews are important for things that are not understood in the questionnaire. Based on the data from the questionnaire, it is obtained that the results are broadly grouped into three types of problems as follows: the first is the problem type group, namely the behavior of elementary school students who are the most disturbing in the class. Based on the data, it is known that inattention shows the highest frequency (10 points), followed by apathy (9 points); then followed by aggression (8 points), excessive talking (7 points), failing to follow the rules (6 points), and apathy (5 points), then the next lower frequency was nervous behavior (3 points), withdrawal symptoms and special learning difficulties (2 points each), and finally social disorders and hyperactivity (1 point each). The Most Disturbing Student Behavior in Class is presented in Figure 2.
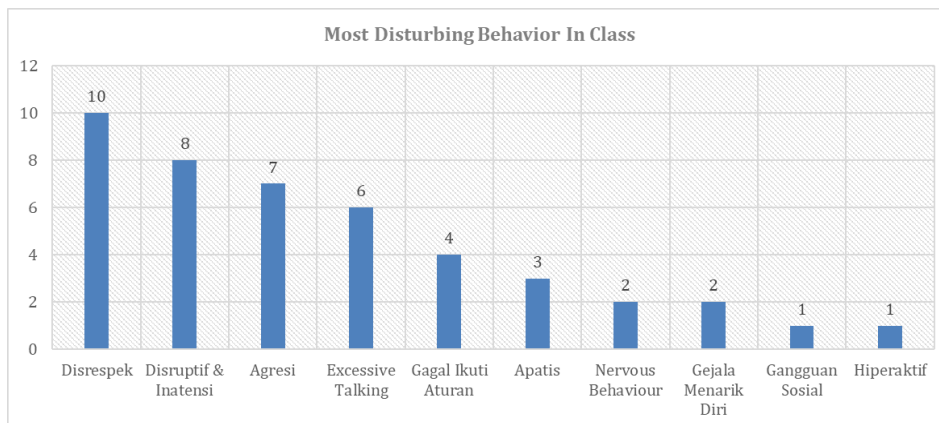

Figure 2. The Most Disturbing Student Behavior In Class

The type of problem group 2 is the behavior of elementary school students, which is very difficult for teachers to overcome (see Figure 2). The results of the analysis show that the highest frequency is respect (8 points), followed by disruptive & inattentive (8 points); then followed by aggression (7 points), excessive talking (6 points), failing to follow the rules (4 points), and apathy (3 points), then the subsequent lower frequency was nervous behavior (2 points), withdrawal symptoms (2 points), and finally social disorder and hyperactivity (1 point each). Finally, the type of problem in group 3 is student behavior that encourages teachers to seek expert help and collaborate with parents to solve them (see Figure 3). Based on the data, the results show that the highest frequency is in disrespect-aggression-attention behavior problems (5 points each), then followed by apathy and nervous behavior (4 points each), then withdrawal symptoms and hyperactivity (each gets 3 points). points), excessive talking (2 points), then the lowest frequency is on disruptive failure to follow the rules – social disturbance (1 point each).

Other research results obtained from analysis of information in a percentage that the level of initial knowledge, the level of understanding in solving non-academic problems in collaboration, shows 75% moderate. Parents' level of understanding of collaboration in solving non-academic problems states that they do not understand collaboration in solving non-academic problems. However, 60% of parents do not understand collaborating in solving students' non-academic problems. At the same time, as many as 66% of parents express their belief that collaboration can help solve students' problems by taking an active role in forming groups packaged in school programs such as EL-based collaboration. Research results based on the form are presented in Figure 3.
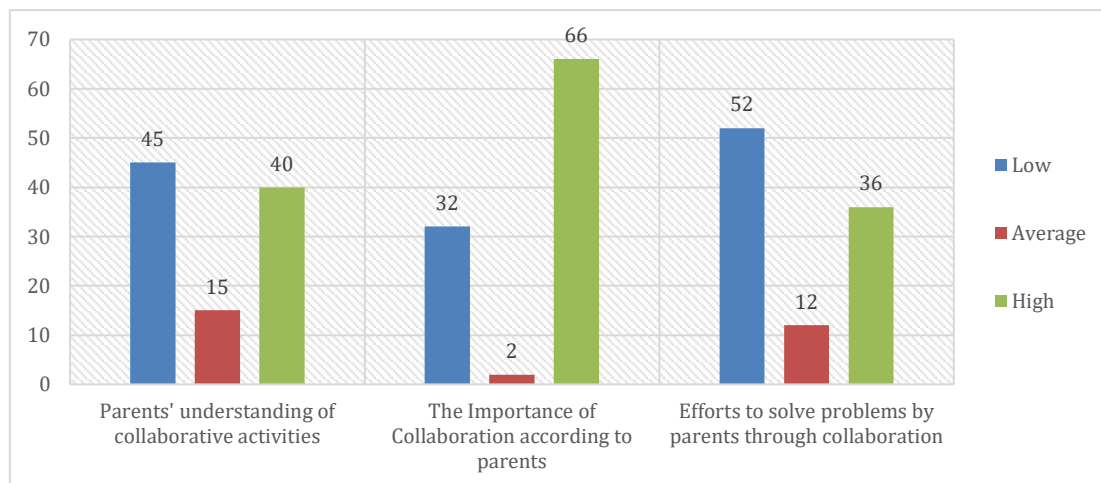
Figure 3. Research Result by Form

A total of 66.67 parents strongly agree that the cause of the non-academic problems of students is the lack of collaboration between teachers, parents, and counselors. Even though this influence is balanced, positive and negative influences are given. In contrast, 32.33% strongly agreed that the teacher still dominates in terms of the number of positive influences, and 36.67% disagreed. If described in general, then as many as 52% of parents strongly agree that the influence of teachers dominates in providing handlers in solving student problems at school, which leads to solving wrong problems, experts such as counselors are needed. As many as 63.33% stated that sharing experiences in collaboration with each other between teachers, parents, and counselors are believed to be a good asset in overcoming non-academic problems of students at school. This follows the belief built by parents who stated that 65.33% strongly agree that one thing parents can do in overcoming students' non-academic problems is through an active role in collaborating with the school and experts.

To run the resilience mechanism requires a strategic approach, namely collaboration between EL-based parties. The strategy implemented in collaborative reflection experience, namely collaboration, provides opportunities for parents and teachers to reflect on their experiences in helping/solving student problems through reflective thinking processes (context analysis, presentation of experiences, reflection, action plans, and evaluations). For this purpose, 74.26% of parents and teachers strongly agree, and 45.74% agree. In general, if described quantitatively, the percentage of the three categories: initial perception of collaboration, understanding of the causes of problems, and efforts to assist students in solving non-academic problems can be presented in three indicators of the high, medium, and low.

The implementation of Collaboration is carried out using the following steps. Scenario 1. concrete experience. Presentation of experience allows parents and teachers to talk about their experiences in guiding each other, difficulties, obstacles, successes, and opportunities into a single unit that is discussed until a common ground and point of view are found. The experience is related to material 1 to material 4. Parents and teachers in groups formulate and express ideas. Each group member's thoughts were written down and then mapped to the core of his mind. Scenario 2. reflective observation. At the reflection stage, parents and teachers are conditioned to use critical thinking skills in constructing various materials 1 to 4. The reflection begins by asking questions such as: "why?", "What happened?" "what if?". The reflection is carried out for each group, and the results are written on flip chart paper and pasted on the wall to be presented in groups. Before the presentation, a gallery walk session was held. Scenario 3. abstract conceptualization. Parents and teachers will do much reflective practice at the action stage, learn to discuss, express ideas, discuss bright ideas, and formulate a strategic and constructive conclusion. Scenario 4. active experimentation & Evaluation. At the stage of implementing the experience that is considered appropriate by conducting an evaluation, the parent and teacher carry out a comprehensive re-reflection to see the development of understanding. Explaining things that have been understood and things that have not been understood so that what has been understood needs to be strengthened, what has not been understood needs to be reviewed & enriched again. EL collaboration scenario in Figure 4.
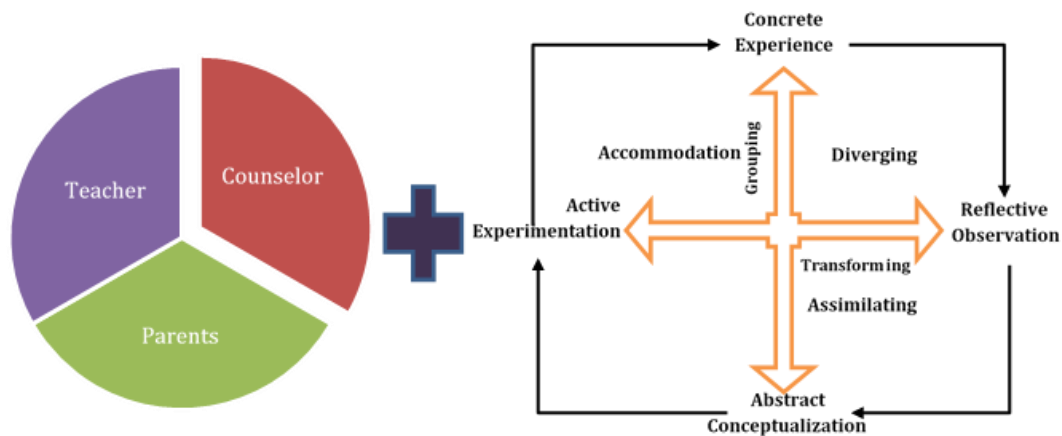
Figure 4. Collaboration Model

Based on the results described above, it appears that the ten options provide the following description. First, based on the type of problem group 1, the most disturbing behavior in the classroom, Research conducted by the teacher, is disrespect as much as 10 points or 67%. This means that most teachers consider respecting the main problem they face in the classroom. In addition, disruption and inattention are the second most annoying problems and get 9 points or 50%. This means that some teachers consider disruptive and inattention as the most disturbing behavior. The three problematic behaviors, respect - disruptive - inattention, are behaviors that can damage harmonious relationships in the classroom (respect), interfere with the course of learning (disruptive), and hinder the learning process in students (disruptive). Inattention).

Meanwhile, other problematic behaviors that get points below 50% but quite large are aggression (8 points or 45%), excessive talking (7 points or 39%), failing to follow the rules (6 points or 34%), and apathy (5 points or 28%), and others received minor points of 2 and 1. However, it needs to be underlined. Aggression – excessive talking – failing to follow the rules is a behavior that can be dangerous if not handled correctly even though the frequency is below fifty percent. The researcher's experience in managing an international standard elementary school helps teachers in an elementary school in the city of Mataram overcome the aggression of a first-grader who dared to attack his classmates verbally and physically. Even if there is only one student, it can disrupt the course of the class for quite a long time if the aggression occurs. Once, this male student attacked his friend by hitting his friend in the stomach and pushing him to the ground. The class became noisy and needed several teachers from other classes to intervene. It did not stop there. The next day there were protests from the parents of the students who were victims.

All of these are examples of real problems that require serious handling. So even though the frequency is low, it does not mean the effect on learning is low. Likewise, excessive talking such as liking to chat or controlling discussion without direction seems as harmless as aggression (Damanik & Setiawan, 2016; Sancassiani et al., 2015; Tetono et al., 2018). However, this behavior can interfere with the teacher's interaction in the classroom and, at the same time, distract children from the ongoing learning process because they are busy chatting. In addition, unique learning difficulties appear to be 2 points or 11%. This is interesting to note because the teachers are not equipped with the knowledge to deal with such problems.

Second, based on the type of problem group 2, the most disturbing behavior in the classroom was that excessive talk and inattention had the highest frequency of 7 points or 39%; respect 6 points or 34%. Moreover, aggression is 5 points or about 28%, while disruption – apathy – fails to follow the rules, each side gets 4 or 23, and the other is low. It is interesting to note that excessive talk and inattention are two problems that arise regularly. Students who like to chat and do not pay attention are similar. Chatting means paying attention, not learning, inattention or not paying attention, not paying attention to others, and not to ongoing learning. In this case, two possibilities could be the cause, whether the teacher's ability to manage learning time carefully is lacking (learning time) so that there is free time where students are not involved. Finally, students do other activities, or the teacher's attractiveness factor is less developed (Gaspar, Tania, Cerqueira et al., 2018; Zsolnai & Kasik, 2014). Meanwhile, other behavioral problems that appear regularly, such as disrespect, aggressiveness, and failure to follow the rules, indicate that the teachers failed to overcome these behaviors. Of course, this adds to teachers' problems if they still cannot handle them. Behaviors that were particularly difficult to deal with without expert assistance and collaboration with parents were found to get the most respect back 7 or 39% points. Other aggression, apathy, excessive talking, inattention got 4 points or 23%. The smaller the frequency value for the answer choices for item 3

also indicates that the teacher says that some behaviors are likely to be handled while others need expert assistance.

Third, based on the type of grouping of non-academic problems, the third is behavior that encourages teachers to seek expert help and parents to find out that disrespect, aggression, and inattention are 5 or 28%, respectively. At the same time, others are below the percentage of 28%. Interestingly, all the behavioral problems that little teachers see are insurmountable and need some experts to work on them. This solves that there is no problem that the teacher can solve is solved. Even problems in items before getting minor points still needed experts to solve them. First, there are always problems in schools, and teachers need skills to deal with non-academic and academic problems that arise from students in the classroom. What is interesting about all the items, all the answer choices get points, and it is probably all the school's problematic behavior in the teacher's view. In addition, experts are needed to help teachers overcome all kinds of problems encountered (Gaspar et al., 2018; Pujawan et al., 2020).

The results of semi-structured interviews with parents of elementary school students after the researchers explained the concept and description of collaboration. In general, parents wanted to collaborate to convey their experiences in dealing with their children related to non-academic problems experienced by children. Some of the parents of these children complained that "they were not notified or given advice until it was too late," knowing the problems their children were experiencing. Parents emphasized the value of more timely interactions and more collaboration with them as a source of information. The tendency of parents at the collaboration stage explains that they feel ashamed to involve themselves. Observations and questionnaires distributed about parents and counselors in three schools discussed this difference. Each of the three primary schools conducted interviews and site visits in each school. It can be concluded that school one should "involve parents in roles outside of the tasks that are often allocated to them (for example, coordinating social events, raising cooperation activities, School 2 does not involve parents much. While school three always involves parents and even the principal explained that "traditional" involvement in many ways, including solving students' non-academic problems, provides opportunities for parents to be involved. This involvement or collaboration has succeeded in increasing a sense of comfort and even feeling highly valued "a sense of worth.".

Discussion

The study's findings concluded that parents who were involved with their children's problems, especially by collaborating with teachers, were more satisfied with school than parents who did not build relationships with teachers or collaborate. The use of this model will strengthen the form of collaboration that exists between counselors, teachers, and parents (Moreira et al., 2019; Winarni et al., 2021). The stages in the experiential learning model are reflective so that they can be excellent self-evaluation materials for teachers and parents to find solutions to problems faced by students (Madjar et al., 2019; Mansooreh & Mollazadeh, 2017). This development model can study the effectiveness of collaboration between counselors, teachers, and parents based on experiential learning in solving student problems at school. In the learning process, individuals will use their thoughts and feelings to form opinions, then synchronize what they think and say with what they do to imitate (Hunca-Bednarska, 2019; O'Connor & Evans, 2019). Individuals will develop quickly if through visualization exemplified by other individuals who are seen through imitation of behavior.

Furthermore, some teachers punish students who do not complete their homework by sending them to the principal's office during the lesson. This method is a wrong time-out procedure because it does not help students learn. This procedure sometimes does not show the same results for all children (Garbacz et al., 2015; Gustian, 2021). In summary, the selected handling procedure, such as time-out, needs to be done carefully (Goryacheva & Sinelnikova, 2014; Lohmann et al., 2019). For students who are bored with class lessons, the punishment is a reward because they can escape for a while from class assignments. From the description above, unwanted behavior will be a problem in the classroom. Unwanted behavior tends to be handled by the teacher inappropriately. At the elementary level, the reality on the ground is that students' problems and the limited ability and experience of teachers are two things that need to be addressed immediately. For this reason, a counselor collaborating can be a means of consultation for teachers to consult student behavior in class and how to handle it appropriately (Lattu, 2012; Zulfa et al., 2017). Collaboration/consultation with counselors can be a bridge to help teachers overcome their weaknesses and at the same time enable them to deal with student behavior problems. Consulting with the counselor as an expert if the problem is not solved will bring about a change in the handling of students' problems even in their learning practices, which should not only emphasize the cognitive or academic aspects/rational mind. But also the affective/social/emotional aspects of the mind (Haddock et al., 2020; Kadafi et al., 2021). As described above, many teachers have difficulty dealing with students' non-academic behavior problems because elementary school teachers are only prepared to teach academic material. Even

if there are Counseling Guidance courses, only two credits are very minimal to have the skills to help solve problems/behavior students. So, how to build non-academic behavior or discipline students and teachers are not equipped with such things at all. Meanwhile, not infrequently, students' negative behavior is maintained by specific attention from the teacher, but the teacher does not realize this because of ignorance (Akosah-Twumasi et al., 2020; Davis-Kean, 2015).

The strategy for implementing collaboration experiences problems in its implementation in the field (schools). The condition is currently endemic nationally with covid 19, so bringing parents to school is not very easy (Atmojo & Nugroho, 2020; Cusinato et al., 2020; Putra et al., 2020). Information that collaboration is essential for researchers can only convey through school principals and teachers that current education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is a cooperation between various parties in realizing education, especially the involvement of parents (Dong et al., 2020; Wiryanto, 2020). Parents are the prominent educators for students outside the school environment. Parents are involved in reciprocal communication, especially in solving student problems. The various roles above are essential contributions in collaborative efforts to effectively and efficiently solve student problems, especially non-academic problems in schools. So that various parental involvement in the school can provide support and positive things for the development of students at school (Cardella et al., 2020; Van Der Horst & Albertyn, 2018).

Non-academic problem-solving strategies for students through collaboration between teachers, parents, and counselors adopt the adult learning process initiated by David Kolb as experiential learning (Gaspar et al., 2018; Lindelauf et al., 2018). In David Kolb's idea, the learning process of adults in dealing with activities/problems is described cyclically that the four do not interact with each other, namely: (a) recording facts from experience (concrete experience), (b) presenting meaning to the experience through reflection (reflective). Observation), (c) conceptually abstracting the meaning of the experience obtained into a kind of "personal theory" or hypothesis (abstract conceptualization), to be then tested (d) in carrying out activities on the following days (active experiment). Active experimentation in the context of authentic activities produces new concrete facts to be recorded, reflected, applied, and then reaped for their benefits on an ongoing basis, so Kolb added the subtitle "experience as a source of learning and development" in his book Kolb, 1984 in (Nessipbayeva, 2019). The hope that lies behind paying attention to positive and negative experiences in the five stages is a common expectation: "Teachers and parents will maintain a positive relationship with the counselor, each sharing his experiences with and solving students' academic problems in their daily lives, together structuring goals, and develop new views, and collaborate together to commit to transferring the results of these new experiences into practice when facing student problems in everyday life" (experiential learning).

4. CONCLUSION

Based on the phenomena in the field described above, it appears that teachers cannot walk alone to assist students in solving non-academic problems. Teachers lack adequate skills in dealing with behavioral problems raised by students appropriately. Various collaborations of parents in these schools can provide support and positive things for the development of students at school. In the practice of collaboration strategies to solve students' non-academic problems collaboratively, it begins with extracting related positive and negative experiences in five stages to provide guarantees for effective collaborative transactions.

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