



The Role of Guidance and Counseling Teachers on Social Interaction of Down Syndrome Students at UPT SLB E Negeri Pembina Tingkat Provinsi Sumatera Utara

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ABSTRACT

This study aims to determine the role of counseling teachers on the social interaction of children with Down syndrome at school. The subjects of this study consisted of one counseling teacher, two homeroom teachers, and two parents. This research is a qualitative research with a descriptive approach. Data collection used observation, interviews, and documentation studies. Data were analyzed using triangulation of coding techniques. The results showed that there are 12 roles of counseling teachers on their social interactions, including 8 roles that often appear are the roles of consultant, transmitter, initiator, counselor, mediator, motivator, director, and informant. 5 other roles that rarely appear are the roles of coordinator, facilitator, organizer, and evaluator. Down syndrome children can interact at school if there is a stimulus from the discipline.

KATA KUNCI

Guru Bimbingan dan Konseling; Interaksi Sosial Siswa; Down syndrome;

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peran guru BK terhadap interaksi sosial siswa down syndrome di sekolah. Subjek penelitian ini terdiri dari satu guru BK, dua guru kelas tunagrahita, dan dua orang tua siswa. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Pengumpulan data menggunakan observasi, wawancara, dan studi dokumentasi. Data dianalisis menggunakan triangulasi teknik koding. Hasil penelitian didapatkan bahwa ada 12 peran guru BK terhadap interaksi sosial mereka diantaranya 8 peran yang sering muncul adalah peran sebagai konsultan, transmitter, inisiator, konselor, mediator, motivator, director, dan informator. 5 peran lainnya yang jarang muncul yaitu peran sebagai koordinator, fasilitator, organisator, dan evaluator. Siswa down syndrome dapat berinteraksi di sekolah apabila adanya stimulus dari disiplin ilmu.

1. INTRODUCTION

Down syndrome is a common genetic disorder, easily recognized due to its genetic nature. It is classified as a trisomy disorder, specifically involving an extra copy of chromosome 21. This additional chromosome leads to an overproduction of certain proteins, which can disrupt normal physical growth and alter the brain's developmental processes. Students with Down syndrome develop differently than their peers and often face health issues such as heart, vascular, hormonal, vision, hearing, and bone problems. The extra chromosome also results in fewer nerves in the central nervous system, delayed myelination, and disruptions in cell cycle regulation, leading to excess protein production and abnormal neurotransmission. These factors can cause difficulties in communication,

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concentration, memory, task performance, motor skill development, and body control for students with Down syndrome (Irwanto et al., 2019, p. 1).

Students with Down syndrome often face challenges in learning and development. They have muscle weakness, which makes physical tasks and activities requiring strength difficult, and they experience memory impairments, particularly with verbal information, making it hard to learn in school (Ayuningrum & Afif, 2020, p. 143). While they struggle with verbal expression of thoughts and needs, many are able to read, write, and perform basic math. Learning becomes easier when they receive proper education and support. Although individuals with Down syndrome may have intellectual disabilities, they tend to have pleasant personalities and adapt well socially. As a result, education for these students focuses less on intellectual growth and more on enhancing their social interaction skills (Lalboe et al., 2014, p. 13). Research by Suchyadi et al. (2018, p. 17) highlights the need for repeated communication with these students due to their difficulties with concentration. Similarly, Viero & Sari (2023, p. 242) emphasize the role of teachers in fostering communication and social interaction skills in the classroom. Teachers can use various strategies, such as study groups and question-and-answer sessions, to help students interact and complete tasks together.

Sekolah Luar Biasa (SLB) E Negeri Pembina Level North Sumatra Province is a formal institution dedicated to students requiring specialized care. Located at Jalan Guru Sinumba No. 5, East Helvetia, Medan Helvetia District, Medan City, North Sumatra, this school has been managing the education of students with intellectual and mental challenges since 1986, while also helping them develop specialized skills. It offers various educational levels, including preparatory (TKLB), basic (SDLB), and advanced (SMPLB & SMALB) programs. As a formal technical unit under the Director General of Primary and Secondary Education, the school is directly accountable to the North Sumatra Provincial Government through the Education Office. SLB caters to a range of special needs, including deafness, blindness, physical disabilities, mental challenges, and autism. Expert educators, particularly guidance and counseling teachers, play a crucial role in supporting the development of students with Down syndrome and other conditions. Sadirman (2001, p. 142) outlines nine key roles for guidance and counseling teachers: informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator, and evaluator. Additionally, according to Sensus (2020, p. 42), they also serve as consultants, counselors, and coordinators.

This study aims to analyze the role played by guidance and counseling teachers for students with Down syndrome in order to interact with individuals in the school environment. This research provides an overview of a Guidance and Counseling Teacher who not only helps normal students, but also students with special needs in achieving their developmental stages.

2. METHOD

2.1 Research Design

This research uses a type of qualitative research with a descriptive approach. Qualitative research is a research method that focuses on observations and natural phenomena. This research is basic, naturalistic, and conducted in the field, not in a laboratory. Therefore, this approach is often referred to as naturalistic or field research (Abdussamad, 2021, p. 30).

2.2 Place of Research

This research was conducted at SLB E Negeri Pembina North Sumatra Province Level. Located on Jl. Guru Sinumba No. 5, East Helvetia, Medan Helvetia District, Medan City, North Sumatra. And this research will be dilaksanakan approximately 3 months in February to May 2024.

2.3 Research Subject

The subjects in this study were counseling teachers as primary data sources, and two homeroom teachers, as well as parents of students with Down syndrome as secondary data sources. The subject of observation is down syndrome students at the junior high school level as many as four people with IQ classifications below the borderlines.

2.4 Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research data (Utomo et al., 2024). This study used observation, semi-structured interviews, and documentation studies.

2.5 Data Analysis

The data were analyzed using the triangulation method with the coding techniques of Miles and Huberman, which involve the following stages: (1) Data reduction. This involves summarizing and focusing on key points, identifying relevant aspects, and highlighting patterns and themes. By simplifying the data, researchers can gain a clearer understanding, making it easier to collect further data more efficiently; (2) Data presentation. The reduced data is organized into brief descriptions and charts, enabling researchers to easily comprehend the situation and plan subsequent steps based on their understanding; (3) Conclusion drawing or verification. Data gathered through observations, interviews, and documentation are analyzed. From this, conclusions are drawn and formulated into general findings, providing a detailed description or understanding of the object studied.

3. RESULTS AND DISCUSSION

3.1 Results

Researchers conducted interviews with Counseling Guidance teachers, special class teachers for students with tunagrahita, and parents of students with Down syndrome to study the interaction of students with Down syndrome at school. The results showed that students with Down syndrome are able to interact with their social environment at school, as illustrated in the picture below:

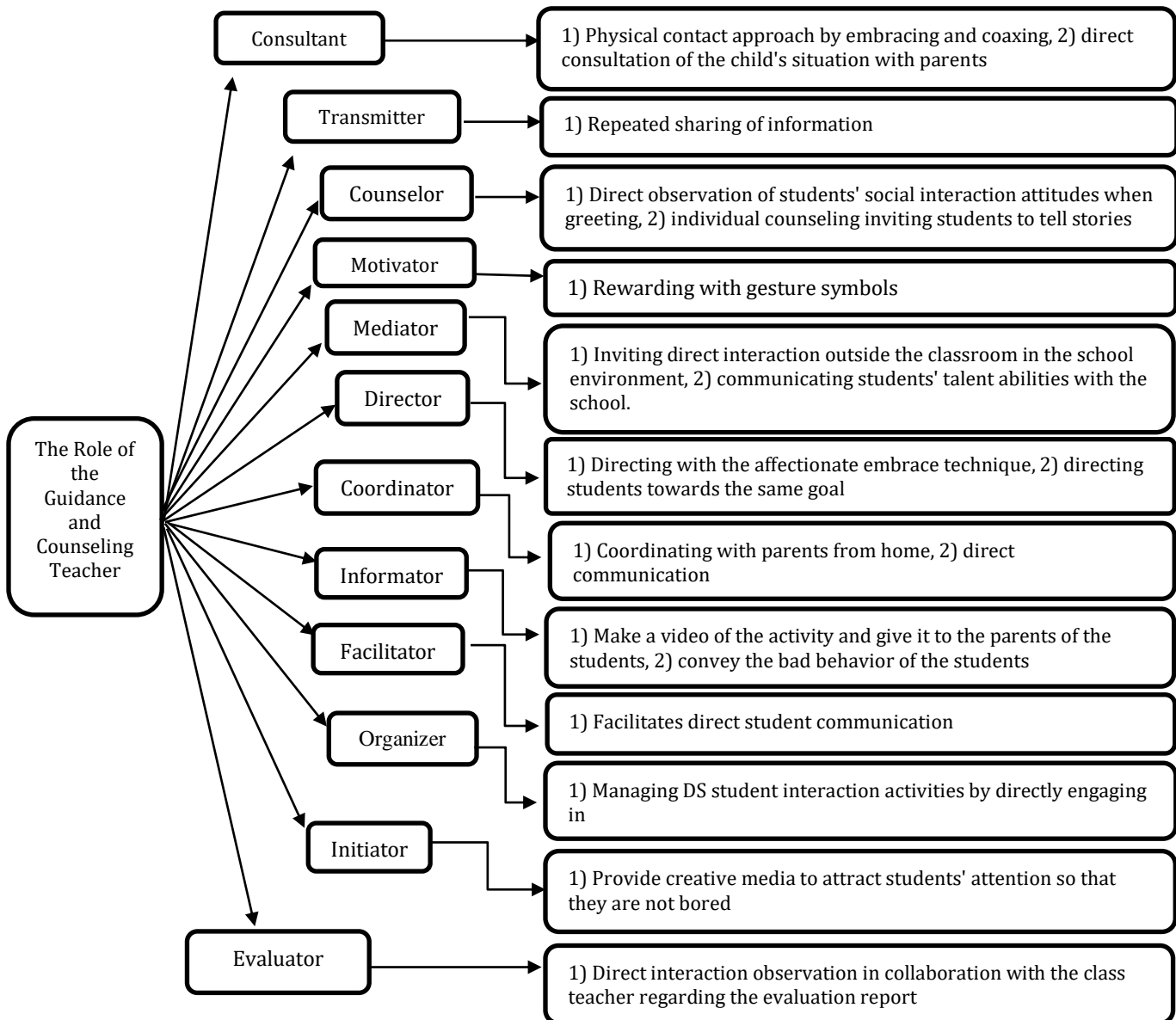


Figure 1. Selective Coding of Interview Results

The twelve roles of the Guidance and Counseling Teacher are carried out by the Guidance and Counseling Teacher individually or in groups of students. Each of these roles is interrelated. When the Guidance and Counseling Teacher issues his role as a consultant, other roles such as counselor, mediator, and initiator will also appear. Likewise, other roles appear simultaneously.



Figure 2. Guidance and Counseling Teacher as Consultant Invites Students to Say Thank You



Figure 3. Guidance and Guidance and Counseling Teacher as Transmitter

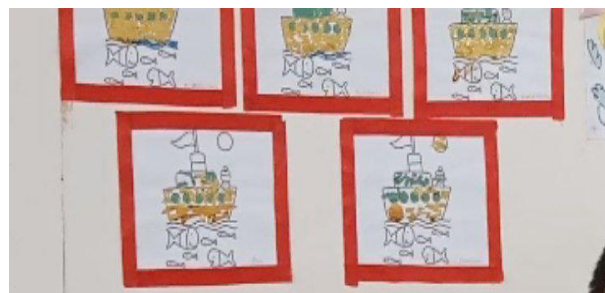


Figure 4. Guidance and Guidance and Counseling Teacher as Initiator



Figure 5. Guidance and Guidance and Counseling Teacher as counselor



Figure 6. Guidance and Guidance and Counseling Teacher as Mediator



Figure 7. Guidance and Guidance and Counseling Teacher as Coordinator



Figure 8. Guidance and Guidance and Counseling Teacher as director directing students



Figure 9: Guidance and Guidance and Counseling Teacher as Coordinator



Figure 10. The Guidance and Guidance and Counseling Teacher as an informer



Figure 11. Guidance and Guidance and Counseling Teacher as a Facilitator Playing in the Field



Figure 12. Guidance and Guidance and Counseling Teacher as Organizer

LEMBAR ASSESMEN PERFORMANSI PESERTA DIDIK BARU SMP/SLB TP. 2023/2024						
Materi		Kategori			Penilaian	
Materi		1	2	3	4	5
Materi		1	2	3	4	5
1	Keterampilan Berbahasa					
2	Keterampilan Berhitung					
3	Keterampilan Berkegiatan					
4	Keterampilan Berprestasi					
5	Keterampilan Berkegiatan					
6	Keterampilan Berprestasi					
7	Keterampilan Berkegiatan					
8	Keterampilan Berprestasi					
9	Keterampilan Berkegiatan					
10	Keterampilan Berprestasi					
11	Keterampilan Berkegiatan					
12	Keterampilan Berprestasi					
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17	Keterampilan Berkegiatan					
18	Keterampilan Berprestasi					
19	Keterampilan Berkegiatan					
20	Keterampilan Berprestasi					

3.2. Discussion

The development of behavior in students with special needs is influenced by their interaction with their surrounding environment. The implication of this in the provision of guidance and counseling services is the importance of not only focusing on academic psychological assistance to individual students, but also paying attention to their family environment. Therefore, teachers in SLB who provide guidance and counseling services need to build good understanding and cooperation with parents of students with special needs (Sensus, 2020, p. 64).

First, consultant. The Guidance and Guidance and Counseling Teacher as a consultant based on the results of the research conducted appears to provide benefits to students with Down syndrome in their confusion. BK teachers in developing social interactions of students with Down syndrome such as touch and smile reactions by taking an initial approach to students to be able to provoke student interactions with the teacher himself then helping students to be able to do things that should be done to other individuals such as thanking. BK teachers in developing social interactions of students with Down syndrome take an approach by directly embracing students with Down syndrome and inviting students with Down syndrome to do something not just words of appeal or command. Where according to Sensus (2020, p. 42) that counseling teachers must have a deep understanding and problem-solving skills based on real-world objective and contextual data about the personal development and learning behavior of their students and assist students in learning development at school. The approach taken by

the Guidance and Counseling Teacher to students with Down syndrome gave rise to the role of a consultant according to the Sensus opinion that in problem solving skills the Guidance and Counseling Teacher must have a deep understanding, therefore the Guidance and Counseling Teacher approaches students with Down syndrome. The Guidance and Counseling Teacher as a consultant to the social interaction of students with Down syndrome applies it with a certain model according to the student's situation. Where according to research by Ghazia and Rusmawan (2023, p. 184) that students with special needs have significant differences with other normal students, the communication process is also different. This is in accordance with the results of research conducted by researchers in the field, there is that the Guidance and Counseling Teacher in helping students with Down syndrome understand what he should do after being helped by friends, then the Guidance and Counseling Teacher comes to help by inviting and practicing directly so that students with Down syndrome can understand what he should do. In line with this, research by Rauzanna et al. (2023, p. 6) states that a teacher must show good behavior to students and be an example for students. Based on the results of the research, the Guidance and Counseling Teacher gave a direct example of what actions down syndrome students should take to other people who have helped them, this was imitated by down syndrome students through their observations.

Second, transmitter. Guidance and Counseling Teacher as transmitter according to Sadirman (2001, p. 142) that the teacher can act as a spreader of knowledge wisdom. In this study, counseling teachers as transmitters in developing social interactions of students with Down syndrome can be seen that counseling teachers channel their knowledge through image media and explanation of information directly to students with Down syndrome so that students with Down syndrome can be trained in patience by sharing and interacting directly with groups of individuals and can cooperate with each other. As in the results of research conducted by Irfani (2016, p. 181) that the Guidance and Counseling Teacher has carried out the role as it should have been an informant, motivator, director, and transmitter by using the media as a material for implementing services. Research conducted by Rauzanna et al. (2023, p. 2) that counseling teachers are responsible for school institutions, thus enabling the resolution of problems including student communication problems. This is related to the results of research conducted by researchers where the Guidance and Counseling Teacher acts as a transmitter to overcome problems in down syndrome students so that they can interact directly in the group, the Guidance and Counseling Teacher distributes his knowledge through the media and explains directly what is meant in the image media. BK teachers as transmitters for students with Down syndrome have different ways of dealing with normal students. However, in this case counseling teachers in special schools with counseling teachers in public schools have the same role in helping the development of students. As stated in the 1945 Constitution Article 31 paragraph (1), "Every citizen has the right to receive teaching". UURI Number 20 of 2003 Article 5 paragraph (2), "Citizens who have physical, mental/intellectual, social, and emotional disorders are entitled to special education". From these laws it can be concluded that the State has guaranteed that students with special needs have the same rights as other students in terms of the right to education. Down syndrome students have a condition of physical and mental retardation caused by abnormalities in chromosomal development, where Down syndrome students experience IQ disorders below the borderlines (Jannah and Astutik, 2014, pp. 63-64).

Third, initiator. The Guidance and Counseling Teacher as an initiator in developing social interactions of students with Down syndrome in SLB E Negeri Pembina North Sumatra Province level is carried out well as the results show that the Guidance and Counseling Teacher creates media such as image media to be able to attract the attention of students with Down syndrome which can help their mood to stay good. If the mood of students with Down syndrome is good, it will create good interactions. Based on this in accordance with the opinion by Sadirman (2001, p. 142) that the teacher has a role as an initiator who inspires ideas in the learning process and activities that shape student development. Based on the research, the Counseling Guidance teacher acts as an originator in advancing the social interactions of students with Down syndrome students taking the initiative by creating beaded drawing media to build a good mood for students with Down syndrome. Based on the results of research conducted by researchers in the field, it is found that students with Down syndrome will tend to pay attention to what other individuals do, these observations will provide teaching for them what they should do, this is in line with research conducted by Ayuningrum and Afif (2020, p. 160) that the process of seeing, observing, and imitating the actions of other individuals during interaction in the social environment at school, research shows that students with Down syndrome can interact well and show directed attitudes or behavior to teachers at school with consistent and repeated guidance or direction.

Fourth, counseling teachers as school counselors certainly provide a service to support the success of students. However, in this case the Guidance and Counseling Teacher acts as a counselor in SLB, of course the treatment applied is different from that in public schools because the students faced have significant differences. This is

conveyed in research conducted by Ghazia and Rusmawan (2023, p. 184) that students with special needs have significant differences with other normal students, so the communication process is also different. The role of counseling teachers as counselors in developing social interactions of students with Down syndrome is by observing the social interactions of students with Down syndrome from the way they greet, so that when meeting with students with Down syndrome, counseling teachers already know what to do to be able to keep students with Down syndrome in a good mood. In the field, students with Down syndrome can greet teachers and other individuals who are already known first, how to greet students with Down syndrome with normal students is very different. BK teachers as counselors are carried out by observing the behavior of students with Down syndrome to be able to provide special treatment in accordance with the opinion by Sadirman (2001, p. 146) that BK teachers help students recognize their potential, and help students to determine their career and life goals. The Guidance and Counseling Teacher also conducts individual counseling activities every day at the beginning before the activity begins, the Guidance and Counseling Teacher will ask students with Down syndrome if they show an expression that is not enthusiastic, Down syndrome students will answer the counseling teacher's questions and finally tell stories together.

Fifth, mediator. The Guidance and Counseling Teacher as a mediator in developing social interactions of students with Down syndrome is carried out by becoming an intermediary between students with Down syndrome and other individuals by practicing direct communication with physical contact, namely shaking hands both inside and outside the classroom with friends and with teachers, and becoming a mediator for parents of students with Down syndrome related to students' vocational interests. Based on the results of this study, Sadirman (2001, p. 146) states that the teacher acts as an arbiter in activities that have been formed with students. There is a correspondence between Sadirman's opinion and the results of the study where the Guidance and Counseling Teacher as a mediator acts as an intermediary or mediator between other individuals and students, this is in accordance with the results of research in the field there are counseling teachers as a medium for parents of students related to student development at school. Research conducted by Rauzanna et al. (2023, p. 6) states that collaboration with parents is a strategy carried out by counseling guidance teachers to improve student communication. This collaboration is crucial in supporting the guidance and counseling process of students when they are at home with their parents. This finding is based on the results of research that has been conducted by counseling teachers by conveying the talent interests of students with Down syndrome according to the results of vocational tests with other parties.

Sixth, motivator. The Guidance and Counseling Teacher as a motivator in developing the social interaction of students with Down syndrome is carried out by giving rewards as motivation when students with Down syndrome succeed in doing something or given when students do not dare to try so that they want to interact and play with friends. This is in accordance with the opinion by Sadirman (2001, p. 146) that the teacher acts as someone who can provide stimulation and encouragement to the dynamism of student potential and foster creativity. Rewards given by counseling teachers to students with Down syndrome are carried out by means of symbolic gestures, because based on research conducted by Nunik et al. (2022, p. 194) that students with Down syndrome initially use pralinguistic or nonverbal communication, where they interact with others through body movements and eye contact. Based on this, it is in accordance with the results of research in the field that counseling teachers communicate to give rewards to students with Down syndrome using body movements or movement symbols, this makes students with Down syndrome better understand the meaning conveyed..

Seventh, director. The Guidance and Counseling Teacher as a director in developing social interactions of students with Down syndrome is done by directing students with Down syndrome using affection techniques, and helping students with Down syndrome to want to play together. This is in accordance with the opinion by Sadirman (2001, p. 146) that the teacher acts as a guide and director of student activities to achieve common goals. Students with Down syndrome interact with other individuals according to their will, therefore here the role of the Guidance and Counseling Teacher is needed to direct which good and bad things can be emulated by students with Down syndrome so that in interacting when playing students with Down syndrome can understand what not to do, because in interaction there are several forms mentioned by Soekanto (2015, p. 64) that forms of social interaction can be cooperation, competition, even conflicts and disputes can be a solution. Down syndrome students cannot understand what is called problem solving, so the Guidance and Counseling Teacher acts as a director to direct them in achieving good interactions. In helping social interactions of students with Down syndrome, counseling teachers do not move alone to achieve these goals. The Guidance and Counseling Teacher collaborates with the class teacher regarding the interaction of students with Down syndrome. Based on the results of research in the field, it is found that the Guidance and Counseling Teacher maintains communication with the class teacher regar-

ding activities to be carried out and activities that have been carried out by directing the class teacher regarding activities carried out such as the affection technique approach for students with Down syndrome who have difficulty communicating. This is in accordance with the results of research conducted by Rauzanna et al. (2023, p. 6) that counseling teachers not only collaborate with parents, counseling teachers also collaborate with class teachers in obtaining information and teaching or directing related to the development of students with special needs.

Eighth, coordinator. The Guidance and Counseling Teacher as a coordinator for students with Down syndrome is carried out by cooperating with parents, cooperating with student class teachers, and other parties related to the development of students with Down syndrome. Cooperation is carried out regarding the interaction of students with Down syndrome with parents while at home to continue to be monitored. This is almost the same as the role of the Guidance and Counseling Teacher as director, but in this case the Guidance and Counseling Teacher as coordinator only interacts with related parties related to students with Down syndrome. This is in accordance with the opinion of Sensus (2020, p. 63) that counseling teachers must have the initiative and management skills to coordinate many stakeholders, such as organizing comprehensive meetings between parents, students, and key teachers, the person in charge, subject teachers, and principals to discuss the problems faced by learners and help solve problems that interfere with the learning process at school and different alternatives. The BK teacher took the initiative to coordinate with stakeholders related to students, in this case based on the results of research in the field, the BK teacher conveyed information related to students with Down syndrome to the education office during the exam. This shows the existence of a coordinator role carried out by the counseling teacher. However, in relation to the development of social interaction of students with Down syndrome, the role of the Guidance and Counseling Teacher as a coordinator is not very visible because in fact this role is needed by the Guidance and Counseling Teacher for general not for the special development of students. Based on the limited time of research in the field, researchers did not get more information related to the role of counseling teachers as coordinators in developing social interactions of students with Down syndrome.

Ninth, informatory. The Guidance and Counseling Teacher as an informant in developing social interactions of students with Down syndrome is done by providing information directly to parents such as providing video recordings of activities. According to Sadirman (2001, p. 146) that as an informant the teacher is expected to be an organizer of activities, a source of information on academic and general activities. This is done by the Guidance and Counseling Teacher based on the results of research in the field, the Guidance and Counseling Teacher conveys information to parents of students and to class teachers of students with Down syndrome directly or indirectly. Based on research conducted by Rauzanna et al. (2023, p. 7) that the performance of guidance and counseling teachers is very important because through this performance, various problems in schools can be overcome effectively. The guidance and Guidance and Counseling Teacher also acts as a facilitator, mediator, informant, and demonstrator, and collaborates with other parties in supporting student development. This finding is in accordance with the results of research in the field that the Guidance and Counseling Teacher as an informant provides information related to the development of Down syndrome students and activities carried out directly to parents and class teachers.

Tenth, facilitator. The Guidance and Counseling Teacher as a facilitator in developing social interactions of students with Down syndrome is carried out by the teacher by inviting directly to the field and telling the right and wrong things by practicing directly to be done by students with Down syndrome. This trains the social interaction of students with Down syndrome to be able to interact well. The role of the Guidance and Counseling Teacher as a facilitator according to Sadirman (2001, p. 142) that the teacher acts as a provider of facilities and facilities for students in learning activities and other general activities. This is in line with the results of research by researchers where the role of the Guidance and Counseling Teacher as a facilitator is seen directly to students with Down syndrome when the interaction activities in the field begin, when students with Down syndrome play in a way that is not supposed to be, the Guidance and Counseling Teacher approaches and re-explains how to play properly, the direct practice activities carried out by the Guidance and Counseling Teacher are carefully observed by students with Down syndrome so that they can understand what to do. Guidance and Counseling Teacher practice activities directly repeatedly. Repeated activities carried out by Guidance and Counseling Teacher are also conveyed in research conducted by Ayuningrum and Afif (2020, p. 160) that with consistent and repeated guidance or direction, students with Down syndrome can interact well and always show directed attitudes or behavior to teachers at school. The results of research in the field obtained information from research informants that students with Down syndrome must be told repeatedly because they have a short memory, this is in line with research conducted by Suchyadi et al. (2018, p. 17) that students with mental retardation in communicating must be repeated in interacting because those with Down syndrome are weak in concentration.

Eleventh, organizer. The Guidance and Counseling Teacher as an organizer in developing social interactions of students with Down syndrome is carried out by compiling and managing activities and directly participating in carrying out activities. Students with Down syndrome cannot only be given a vocal order, so the guidance and counseling teachers has a role to participate directly in carrying out what orders he gives to students with Down syndrome. The role of the guidance and counseling teachers participates in carrying out activities arranged with students with Down syndrome in developing their social interactions, in this case the opinion by Sadirman (2001, p. 142) says that the teacher acts as a manager of academic activities, programs, and schedules of other activities. Sadirman said that as an organizer the teacher is only a manager of activities and programs and schedules that have been determined, but in the field based on the results of research that the guidance and counseling teachers as an organizer directly participates in running not just managing. The BK teacher as an organizer who manages academic activities and manages the schedule of activities and programs is also conveyed in research conducted by Rauzanna et al. (2023, p. 2) that the BK teacher is responsible for school institutions, then it is possible to overcome students' communication problems. Based on this research, in accordance with the research conducted by researchers in the field that the guidance and counseling teachers acts as an organizer in arranging activities, this was conveyed directly by the informant, namely the guidance and counseling teachers who said that he was the module, he scheduled writing activities on Monday to Tuesday, while Wednesday to Saturday were practical interaction activities directly in the field.

Twelfth, evaluation. The guidance and counseling teachers as an evaluator in developing social interactions of students with Down syndrome is carried out by running or directly evaluating the interaction of students with Down syndrome then collaborating with the class teacher to make a written assessment. This is in accordance with the opinion by Sadirman (2001, p. 142) that the teacher acts as an assessor of students' abilities in the fields of social and academic behavior, so as to determine the success and interests of students' talents. In the field, this has been done by the guidance and counseling teachers by collaborating with the class teacher to find out the development of Down syndrome students known by the class teacher and those known by the counseling teacher, so that the data they obtain becomes the actual data. The role of the guidance and counseling teachers as an evaluator in developing social interactions of students with Down syndrome based on the results of this study is carried out by the guidance and counseling teachers by directly seeing the developments made by students with Down syndrome through observation and combining the information obtained with information from other parties, namely the class teacher as supporting data, this is done as an evaluation material to see the self-development of students with Down syndrome. Evaluation that should be carried out by counseling teachers according to Darodjat (2015, p. 20) is a structured process for collecting, analyzing, and interpreting data or information to evaluate the extent of achievement of learning objectives by students. Based on the expert's opinion that in the field the guidance and counseling teachers has conducted an evaluation because the guidance and counseling teachers has collected data on the development of students with Down syndrome through observation, then analyzed and interpreted the data through triangulation by combining data through other data sources such as class teachers, this was done by the guidance and counseling teachers at SLB E Negeri Pembina to see the level of achievement of the development of students with Down syndrome.

4. RESEARCH IMPLICATIONS

The implications of this research include an in-depth understanding of the role of the guidance and counseling teachers on the social interactions of students with Down syndrome, helping classroom teachers to be able to do the same with their interactions. The findings of this study have contributed knowledge in the field of guidance and counseling in terms of the role of a Guidance and Counseling Teacher is also needed for students with special needs, counseling teachers are needed to help the development of Down syndrome students, especially in social emotional development. While the class teacher only fulfills activities for the learning aspect of students, so that other aspects tend to be overlooked.

5. CONCLUSIONS

Researchers found that the role of counseling teachers on the social interactions of students with Down syndrome showed that their interactions could run smoothly with the help and support of class teachers and counseling teachers. The role of counseling teachers in developing social interactions of students with Down syndrome is carried out with twelve roles, but the roles that most often appear are the roles of consultant, transmitter, initiator, counselor, mediator, motivator, director, and informant. The role of the guidance and

counseling teacher that rarely appears in the interaction of students with Down syndrome but is still played is the role of counselor, coordinator, facilitator, organizer, and evaluator. These five things are done and have an effect on the interaction of students with Down syndrome, it's just that the guidance and counseling teachers play this role at certain times such as at the beginning of each semester, and at the end of the semester or at times such as going to participate in a competition.

This research found some interesting things related to Down syndrome students, especially in their social development, however, this research also has shortcomings such as in methodology, in terms of analysis, and limited time in the field. So it is recommended for future researchers in the future to examine the role of counseling teachers on the social interactions of students with Down syndrome using a quantitative approach to see the percentage of each role that often appears. And it is advisable for teachers and parents of students with Down syndrome to continue to have interactions that support student activities outside the classroom to help students with Down syndrome socialize well with the school community.

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AUTHOR CONTRIBUTION STATEMENT

All authors of this article contributed equally and take full responsibility for the data presented.

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