

Character Development through Student Guidance and Counseling at School

Nurhafiza¹, Firman²

^{1,2}*Guidance and Counseling, Faculty of Education, Padang State University, Indonesia*

Email: hafizah8182@gmail.com firman@konselor.org

ABSTRACT. Guidance and counseling is an integral part of the national education system, therefore the policies, objectives and implementation of guidance and counseling are also part of the policies and objectives and implementation of character education. Schools play an important role in shaping the character of a nation and the next generation. at school, students receive various educational information about character, which not only goes into the classroom, but also through teaching and counseling programs, which can strengthen character values such as openness, honesty, etc., and promote discipline. This also requires special strategies, including coercion. Hardworking, creative, independent, caring, responsible. This research methodology uses a qualitative approach with the type of library research. The research has shown that counseling and mentoring programs are developed through student needs analysis, so that the attending teacher or counselor makes the counseling and mentoring program feasible for student character development and provides appropriate services.

Keywords: Character Development, Guidance and Counseling

ABSTRAK. Bimbingan dan konseling merupakan bagian yang tidak terpisahkan dalam sistem pendidikan nasional, oleh karena itu kebijakan, tujuan dan pelaksanaan bimbingan dan konseling juga merupakan bagian dari kebijakan dan tujuan serta pelaksanaan pendidikan karakter. Sekolah memegang peranan penting dalam membentuk karakter suatu bangsa dan generasi penerus. di sekolah, siswa menerima berbagai informasi pendidikan tentang karakter, yang tidak hanya masuk ke dalam kelas, tetapi juga melalui program pengajaran dan penyuluhan, yang dapat memperkuat nilai-nilai karakter seperti keterbukaan, kejujuran, dan lain-lain, serta mengedepankan kedisiplinan. Ini juga membutuhkan strategi khusus, termasuk pemaksaan. Pekerja keras, kreatif, mandiri, peduli, tanggung jawab. Metodologi penelitian ini menggunakan pendekatan kualitatif dengan jenis *library research*. Penelitian telah menunjukkan bahwa program konseling dan pendampingan dikembangkan melalui analisis kebutuhan siswa, sehingga guru atau konselor yang hadir membuat program konseling dan pendampingan layak untuk pengembangan karakter siswa dan memberikan layanan yang sesuai.

Kata kunci : Pengembangan Karakter, Bimbingan dan Konseling

INTRODUCTION

Guidance in schools is an important part of character education and is delivered with various service strategies aimed at developing the potential of students to achieve independence, with features that pay attention to current and future needs. Schools have an important role in shaping personal character and creating the quality of the nation's next generation, students at school are obliged to learn, but in the learning process there are often students who have problems and these problems have not been resolved, even though the school has counselors to help students.

The various problems faced by students seem to be an old issue that never ends. These problems are a condition that cannot be avoided by students they face various types and levels of problems. Therefore, students need efforts to get out of the problem, so that it does not affect the development in their lives (Saputra, 2016).

At this time adolescents are dealing with difficult times because of their unstable emotional state. In early adolescence, emotional development shows a very strong sensitive and reactive nature to various events or social situations and can be uncontrollably negative and temperamental, resulting in damaged generations. Adolescents in school sometimes have problems stemming from confusion and not fulfilling developmental tasks properly, therefore it is necessary to get special attention from counseling teachers (Netrawati et al., 2018). Student character is not enough to be taught in subjects but needs a clear, structured and systematic implementation. There needs to be cooperation from various parties in implementing the program. A conducive environment is needed to support character education, one of which is the school environment. Guidance and counseling services are considered effective enough to assist students in developing cognitive, effective, and psychomotor aspects in students at school. One of the competencies that BK teachers or counselors must have is managing, compiling, implementing and evaluating Guidance and Counseling programs in order to help students develop optimally according to their needs (Aminah et al., 2014)

Guidance Counseling as an important part of building student character has a significant position to deal with student problems As a counselor or counseling teacher is a party that has the authority in coaching and also managing students to the maximum, and of course working with the BK coordinator who has an important task to make students able to apply the knowledge they learn at school properly, related to how each student can have a character according to what has been taught at school (Rahmadani, 2021) A successful counseling teacher can certainly foster good relationships with students so that they can undergo the counseling process and students can experience positive changes in themselves. Fostering relationships according to (Herdian Putra & Sukma, 2022) is very important in counseling and is done at the beginning of the activity or the beginning of the counseling process to accept and welcome clients warmly without being forced. Building relationships with clients can build client trust in the counselor or therapist, so that clients can be open in telling their problems, this is done in order to foster client trust in the counselor until the client's problem is resolved.

Guidance and Counseling is a service provided to students to develop their potential optimally and achieve goals in accordance with their needs in various fields. It requires the intervention of a professionally qualified person or consultant to make this possible. Personal, social, learning and career. To achieve these goals, its implementation must be planned and implemented systematically and built upon the counseling guidance program (Ramdhani, 2021). This will be carried out optimally and achieved through the planning of the counseling program will be well formed through the implementation of organized management in the school organization. (Neviyarni, 2023) The Guidance and Counseling Program at school is a core part of character education that is implemented with various service strategies in an effort to develop the potential of students to achieve independence, by having the character needed today and in the future. A program is a set of action plans or plans for all counseling service activities that will be carried out at a certain time based on various considerations to achieve certain goals. Conduct daily, weekly, monthly, and yearly career guidance activities to ensure that every activity carried out is well planned and implemented at school. (Neviyarni, 2023)

METHODOLOGY

This research methodology uses a qualitative approach with a type of library research. According to (Widodo, 2019) Literature research is an activity of researching, reviewing and citing theories

and concepts from various sources used from books, journals, or other authors' works related to a topic or focus, or to find that the research used or valid is different. Furthermore, according to (John. W Creswell, 2019) library research is a written summary of journal articles, books and other documents that describe the state of past and current information on a predetermined research study topic, in compiling literature researchers cite articles that are quantitative or qualitative studies, and cannot be separated from information and conduct reviews as a step in the research process. The journal according to Hariko, R. (2016). guidance and counseling science, values and individual well-being: A literature review.

RESULTS AND DISCUSSION

Guidance and Counseling in Schools

Guidance is part of the teaching program and practice and must be demonstrated to optimize student development. Counseling includes all activities of Guidance and Counseling services in an educational setting, all service activities are aimed at helping individuals or groups deal with daily problems, and counseling is educational in nature. It is intended to be a specialized service (Fenti Hikmawati, 2010). Counseling is a service that helps individuals or a group of individuals develop their daily lives and independently and personally deal with dysfunctional life situations and effectively by helping them overcome many problems in their lives. Self-development is made possible through the provision of various services and resource support that guides the process of (Prayitno, 2021)

Guidance is a process of helping individuals to understand and make extensive use of educational opportunities, develop their talents and personality, and as a form of structured assistance. Students are helped to achieve a good adjustment to school and to the surrounding environment (Syafaruddin, 2019). Counseling is a technique in guidance and counseling that can provide fundamental changes, namely changing attitudes, thoughts, views and feelings towards a better direction. (Fenti Hikmawati, 2010). Counseling is a profession that emerged in response to an individual's need to understand the things that affect him, his environment, and his life. The counselor and his/her involvement is the most important part of the counseling process (Hariko, 2017).

Guidance and counseling provided by schools that provide education help participants understand themselves, facilitate adjustment to disabilities, coordinate activities with other professionals, advise families and help children develop effectively and independently. It is a very important activity to help you in this regard. and responsible.(Masril, 2017). Counseling is a service that offers individual and group support to help students become independent and develop in a variety of ways. Through personal counseling, social development, academic development and career development. Through many rule-based support services and functions. This support can be provided to students in a variety of settings, including classrooms, after-school programs, Depending on the situation, students may receive this guidance individually or in group (Kamaluddin, 2011)

Guidance and Counseling is a process in which counselors personally support students to help them identify their own problems, accept themselves according to their potential and solve problems openly(Rahman Tanjung dkk, 2021). Individuals need support to continue their studies, develop careers, and develop skills to face their future lives.In addition, it is necessary to support children to maximize their potential and adjust to social life in the environment and education.That is why we offer consultation and support services(Satria, 2018).

The development of science as the basis of the Guidance and Counseling profession and other disciplines depends on the contribution of science. Hence scientific research on procedures,

plans and programs in the delivery of support services to an individual, called a client, so as to develop the client's potential and help him identify and find solutions to problems in his life. From this we can conclude that it is a desire. That is the meaning of the word "try". Aspects of ontology, epistemology, and public theory need to be examined more closely to arrive at a definition of guidance and counseling (Hariko, 2016)

The counseling process is inseparable from the planning process, which must be thorough and systematic. It is important to remember and know that training results are meaningless without counseling preparation. The implementation of the guidance and counseling program based on a well-planned and optimally implemented guidance and counseling program directs the school's efforts to meet the needs and challenges of students. Because the program is optimally planned and implemented (Zamroni & Rahardjo, 2015). Counseling itself can be interpreted as a creative process between the counselor and the counselee that arises because of the need to solve problems. Counselor creativity can encourage success in counseling, and then school counselors must be smart and creative can increase the effectiveness of counseling and become an important role in carrying out the counseling profession. Counselors who learn independently will have broad insights and understand the material thoroughly (Karneli Yeni, Neviyarni, Firman, 2020).

(Supriyanto dan Handaka, 2016) said the steps to develop a comprehensive counseling program are: 1) In addition to the subject advisor, the class teacher, subject teacher and principal also participate in the planning and play an important role in the decision-making process. 2) Establishing and structuring a school organization system in which parents participate through the school committee. Developing necessary school facilities, controlling classroom teaching and assigning responsibilities according to teachers' abilities. 3) Implementation means updating the program to be achieved, taking into account the financial resources of the counseling program. 4) Evaluation is done through the collection and methodical analysis of the program or intervention for decision making.

Character Development through Student Counseling at School

Character is the values of human behavior related to God Almighty, self, other humans, the environment, and nationality, which are expressed in thoughts, attitudes, emotions, words, and actions and based on norms, laws, religious rules, culture and customs (Haryani, 2012). Developing student character can be done by providing guidance to students about the impact of bad actions which will harm themselves and the future. As a school counseling teacher to direct students to good things by doing good deeds such as time discipline will provide success in the future. The role of teachers in developing students' personalities is to create guidance and counseling programs that encourage student development, praise students' positive behavior, coordinate cooperation between fellow teachers and with students, together with school leaders. Relevant character building information is offered to counseling teachers as a reference for the implementation of counseling in schools (Harita et al., 2022)

Needs analysis in the field of teaching and counseling means categorizing problems in students, needs and problems can be identified in the following ways: 1) Physical aspects of students, intelligence, willingness to learn, attitude and study habits, character, traits such as calm, bright, dark and hot-tempered, and character traits such as honesty, discipline and responsibility. 2) It is expected that students, schools and communities are able to analyze the developmental tasks outlined in existing competencies and competency development materials. This requires identifying students' personalities, examining the problems each student faces, and providing teachers with professional guidance and direction to help students achieve maximum potential. (Ramdhani, 2021).

The guidance and counseling program in schools is an implementation design that is prepared based on need assessment or assessment of student needs (Putranti et al., 2020) Assessment activities include 1). Environmental assessment refers to activities that establish the vision and mission of the school, parents, facilities and infrastructure, leadership program support, leadership requirements and qualifications, and educational policies. 2). Needs analysis based on student needs, physical aspects, intelligence, learning motivation, attitudes and learning habits, interests and abilities, perceived problems, personality and developmental challenges as a basis for teaching and counseling. According to (Neviyarni,2023) A counseling service program is an activity that is planned, organized and coordinated by a teacher or consultant and carried out within a certain period of time. The counseling service program is a functional guideline that provides advice on how to achieve certain goals.

The implementation of counseling guidance in schools must be carried out professionally to achieve the planned goals optimally. The lack of implementation of teaching programs is due to tutors' understanding and competence in conducting assessments. Ideally, programs are based on a complete management process that starts with design, planning, implementation, evaluation and improvement. Therefore, it is necessary to organize seminars and training on teacher management, so that teachers' skills in curriculum implementation evaluation and improvement can be improved (Fitri et al., 2019), The advisory program management feature allows implementing several program templates that can be used by professionals. To achieve the goals of the school counseling project, various forms of cooperation are presented in the process of the counseling program (Afdal, 2015) stated that counseling programs require joint planning, design, implementation, and evaluation between counseling teachers, classroom teachers, and school administration and can be implemented meaningfully in schools. In addition to managing the program, counseling teachers/consultants can provide direct services to part of the participants to carry out joint activities and must influence the overall implementation of the planned program. and it affects students.

Character education service strategies through guidance and consultation can be implemented through: (1) core or basic services (2) Responsive services; (3) Individualized guidance and (4) System support. As part of the efforts to improve the implementation of character education through guidance and counseling services in schools, teachers are required to continue to develop their skills in order to meet the standards according to the Regulation of the Minister of National Education No. 27/2008 and continue to increase the frequency and intensity of guidance and counseling services. 27 of 2008 and continue to increase the frequency and intensity of guidance and counseling services for students, as well as seek to establish cooperation with various education stakeholders (Mafirja, 2018)

CONCLUSION

In carrying out guidance and counseling activities, Bk teachers must follow the program provided. The guidance and counseling program is a series of activities designed to provide guidance and counseling services over a certain period of time. The Mentoring and counseling program is a character development model for students who deserve a professional tutor or counselor who can develop students' characters for the better. The BK program is utilized through needs analysis so that the services offered are based on student needs and are aligned and structured around student personality values. The guidance and counseling process at school helps students grow and develop their personality, adapt effectively, orient themselves to goals and the environment, absorb positive educational experiences, learn and absorb skills in social relationships, career planning, prediction and intervention. As well as prevention of the development of problems experienced by students. Communication between teachers and students is a mutual interaction that synergizes with each other. BK teachers are obliged to

organize learning and guidance and counseling services that are nuanced with character education values. In accordance with this description, the output of educational institutions or school institutions should be able to produce people who are smart and good in a broad sense, where education is to make children smart and also able to develop good character.

REFERENSI

- Afdal. (2015). Kolaboratif: Kerangka Kerja Konselor Masa Depan. *Jurnal Konseling Dan Pendidikan*, 3(2), 1–7.
- Aminah, S., Wibowo, M. E., Yuwono, D., & Sugiharto, P. (2014). Pengembangan Model Program Bimbingan Dan Konseling Berbasis Karakter Di Sekolah Dasar. *Jurnal Bimbingan Konseling*, 3(1), 73–75. <http://journal.unnes.ac.id/sju/index.php/jubk>
- Fenti Hikmawati. (2010). *Bimbingan Konseling*. PT Raja Grafindo Persada.
- Fitri, I. A. D., Hidayat, D. R., & Hartati, S. (2019). Manajemen program bimbingan konseling Sekolah Menengah Pertama. *Counsellia: Jurnal Bimbingan Dan Konseling*, 9(2), 103–114. <https://doi.org/10.25273/counsellia.v9i2.4808>
- Hariko, R. (2016). Ilmu Bimbingan dan Konseling, Nilai dan Kesejahteraan Individu: Studi Literatur. *Jurnal Konseling Dan Pendidikan*, 4(2), 118–123. <https://doi.org/10.29210/116000>
- Hariko, R. (2017). Landasan Filosofis Keterampilan Komunikasi Konseling. *JKBK (Jurnal Kajian Bimbingan Dan Konseling)*, 2(2), 41–49.
- Harita, A., Laia, B., & Zagoto, S. F. L. (2022). Peranan Guru Bimbingan Konseling dalam Pembentukan Karakter Disiplin Siswa SMP Negeri 3 Onolalu Tahun Pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan Dan Konseling)*, 2(1), 40–52.
- Haryani. (2012). Pendidikan Karakter Melalui Bimbingan dan Konseling Bagi Siswa Sekolah Dasar. *Penguatan Pendidikan Karakter Pada Jenjang Pendidikan Dasar Di Era Global*.
- Herdian Putra, A., & Sukma, D. (2022). Konseling Dan Psikoterapi: Konsep Dan Aplikasinya Sebagai Professional Helping Relationship. *Jurnal Ilmu Pendidikan Dan Sosial (JIPSI)*, 1(2), 164.
- John. W Creswell. (2019). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Pearson.
- Kamaluddin, H. (2011). Bimbingan dan Konseling Sekolah. *Jurnal Pendidikan Dan Kebudayaan*, 17(4), 447–454. <https://doi.org/10.24832/jpnk.v17i4.40>
- Karneli Yeni, Neviyarni, Firman, Y. (2020). Pengembangan Modul Konseling Kreatif dalam Binkhai Modifikasi Kognitif Perilaku Untuk Menurunkan Perilaku Agresif Siswa. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 6(1), 55–61.
- Mafirja, S. (2018). Pengembangan Pengembangan Pendidikan Karakter Melalui Pelayanan BK di Sekolah. *Satya Widya*, 34(1), 22–30. <https://doi.org/10.24246/j.sw.2018.v34.i1.p22-30>
- Masril. (2017). Konseling post-traumatic stress disorder dengan pendekatan “Terapi Realitas.” *Prosiding Internasional Seminar & Workshop Post Traumatic Counseling*, 1(1), 184–192.
- Netrawati, N., Khairani, K., & Karneli, Y. (2018). Upaya Guru BK untuk Mengentaskan Masalah-Masalah Perkembangan Remaja dengan Pendekatan Konseling Analisis Transaksional. *Islamic Counseling: Jurnal Bimbingan Konseling Islam*, 2(1), 79. <https://doi.org/10.29240/jbk.v2i1.463>
- Neviyarni. (2023). *Manajemen Bimbingan dan Konseling di Sekolah, Konsep, masalah, dan solusi*. Jakarta : Kencana.
- Prayitno. (2021). *Landasan dan Arab Konseling Profesional*. Raja Grafindo Persada.

- Putranti, D., Fithroni, F., & Kusumaningtias, D. (2020). Peran Kepala Sekolah Dalam Implementasi Program Bimbingan Dan Konseling di Sekolah. *Jurnal Prakarsa Paedagogia*, 3(2), 159–167. <https://doi.org/10.24176/jpp.v3i2.5745>
- Rahmadani, R. (2021). Manajemen Bimbingan Dan Konseling Di Sekolah. *Jurnal Pendidikan Tambusai*, 5, 2973–2977.
- Rahman Tanjung dkk. (2021). *dasar-dasar bimbingan dan konseling* (Janner Simarmata (ed.); cetakan 1). Yayasan Kita Menulis.
- Ramdhani, D. H. (2021). Studi Kepustakaan Mengenai Kinerja Guru Bimbingan Dan Konseling Dalam Perencanaan Program Bimbingan Dan Konseling Di Sekolah. *Jurnal Edukasi, Jurnal Bimbingan Konseling*, 7(1), 42–52.
- Saputra, W. (2016). Identifikasi Karakteristik Konselor Efektif Berdasarkan Tokoh Punakawan Bagong. *Jurnal Konseling Dan Pendidikan*, 4(1), 58–65.
- Satriah, L. (2018). Bimbingan Konseling Keluarga. *Kajian Teori*, 170.
- Syafaruddin, dkk. (2019). Dasar-Dasar Bimbingan Dan Konseling Konsep T, Dan Praktik T. In *Perdana Publishing*.
- Widodo. (2019). *Metodologi Penelitian Populer & Praktis* (Widodo (ed.)). PT Raja Grafindo Persada.
- Zamroni, E., & Rahardjo, S. (2015). Manajemen Bimbingan Dan Konseling Berbasis Permendikbud Nomor 111 Tahun 2014. *Jurnal Konseling Gusjigang*, 1(1), 0–11. <https://doi.org/10.24176/jkg.v1i1.256>