

# Contribution of Teacher Guidance and Counseling in the Implementation of Character Education Program in SMP Negeri 1 Percut Sei Tuan

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## Abstract

*This study aims to determine (1) the state of the character of students in SMP Negeri 1 Percut Sei Tuan (2) teacher guidance and counseling programs in implementing character education programs at SMP Negeri 1 Percut Sei Tuan (3) the role of guidance and counseling teachers in implementing the program. Character education at SMP Negeri 1 Percut Sei Tuan (4) the contribution of guidance teachers in the implementation of character education programs at SMP Negeri 1 Percut Sei Tuan. The type of research used in this thesis uses qualitative research. The subjects in this study were guidance and counseling teachers at SMP Negeri 1 Percut Sei Tuan, totaling 5 people. The data collection techniques used are interviews (interviews), observations (observations) and documentation. While the data analysis techniques used are data reduction, data presentation and drawing conclusions. The results of this study found that guidance and counseling teachers at SMP Negeri 1 Percut Sei Tuan were able to show an active role in the implementation of character education programs in schools through guidance and counseling services based on recommendations from the homeroom. Based on the results of interviews conducted by researchers with school principals, guidance and counseling teachers, they apply counseling guidance services through individual guidance, individual counseling, classical guidance, and group guidance, for students who undergo sanctions due to violations. Guidance and counseling teachers also collaborate with homeroom teachers, students and parents. The role of guidance and counseling teachers through comprehensive guidance and counseling services. Service quality can be improved through scheduling to meet student needs and respond to student problems through guidance and counseling programs and services.*

## Keywords

contribution of guidance and counseling teachers; program character building; education



## I. Introduction

Starting in 2010 Education for Culture and National Character as a new policy in the field of education in Indonesia must be included in the curriculum and implemented at various levels and paths of education. Character education is a must because education not only makes students smart, education is also to build character and manners in life. According to Saleh and Mujahiddin (2020), Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life. Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

The signs for the implementation of guidance and counseling in formal education are contained in Appendix 3 of the Counselor Competency Standards. The Ministry of National Education (2007) explains that the expert guidance and counseling services

provided by school counselors are in the context of the task of “a service area that aims to make students (individuals) independent in guiding their life journey through decision-making about education, including those related to the need to choose, achieve and maintain a career to realize a productive and prosperous life, as well as to become a citizen who cares about the public good through education”.

According to Lahmuddin Lubis, (2011: 33) Guidance is a translation of Guidance in English, guidance comes from the word "guide" or "to guide" which means to show, guide or guide others to the right path. So the word guidance means giving instructions, giving guidance, or giving guidance to others who need it. In a broad sense, guidance can be defined as a process of helping individuals to understand themselves and their world.

Guidance and Counseling has a function: preventive, developmental, and alleviation or curative. These three functions are manifested in the program structure and guidance and counseling activities. Currently, there is a paradigm shift in the guidance and counseling approach from a traditional, remedial, clinical, and counselor-centered approach to a developmental and prevention-oriented approach. This paradigm shift has direct implications for the implementation of the guidance and counseling program.

In the formal education setting in schools, the implementation of guidance and counseling aims to facilitate the development of the counselee's potential, covering aspects: personal, social, learning, and career. For this reason, guidance and counseling services are developed according to human nature as creatures with biological, psychological, social, and spiritual dimensions. (ABKIN, 2007).

Guidance and counseling are needed to support the formation of student character. In the guidelines for the guidance of the guidance program at the Ministry of Education and Culture in Marsudi (2007: 35) it is stated that school guidance is a process of assistance to students by paying attention to students as individuals and social beings, and paying attention to individual differences, so that students can make the optimal stage of progress in learning. development process and can help himself, analyze and solve his problems, all for the sake of achieving happiness in life, especially the achievement of mental well-being.

As educators, guidance and counseling teachers are more likely to be role models who have characters or personalities that should be imitated and imitated by students. Examples of exemplary are more about attitudes and behaviors such as being honest, responsible, diligent, humble, respecting others, and being polite to others. The attitudes and behavior of teachers that students can imitate every day, both inside and outside the classroom, is an educational tool that is expected to shape the personality of students later when they grow up.

According to Lahmuddin Lubis, the task of the BK teacher or counselor, the first indicator of the best people is to command (do) what is right, prevent what is evil and believe in Allah, the second task is to prevent someone (the counselee) from doing evil where the BK teacher gives advice, direction and guidance so that a (counselee) has no problems, and the third task is to believe in Allah swt, how is it possible that a counselor's invitation will be followed by his counselee if the counselor does not practice what he says first, or the counselee will not want to worship if the counselor never model or carry out what is recommended.

Guidance and counseling teachers have a very decisive role in the educational process, especially in providing good examples for the character development of their students. As stated by Jamal (2012) that the main role of the teacher in character education is the first example. Exemplary is an absolute factor that is owned by the teacher. The example needed by the teacher is in the form of consistency in carrying out orders and

staying away from His prohibitions. It was revealed that as a very important figure, the teacher is an example and an example for his students.

The importance of the role of guidance and counseling teachers/school counselors in character education is the American School Counselor Association (ASCA) shows its support by stating: "Professional school counselors need to take an active role in initiating, facilitating and promoting character education programs in the school curriculum. The professional school counselor, as a part of the school community and as a highly resourceful person, takes an active role by working cooperatively with the teachers and administration in providing character education in the schools as an integral part of the school curriculum and activities" ( American School Counseling Association, 1998).

Thus, the above statement implies the need for school counselors to be constantly warned so that they understand and realize one of their main duties. However, before that, school counselors need to pay attention and consider that all forms of education must contain material that teaches the values of goodness, humanity, and life, which in essence are all character education. (Muhammad Nur Wangid, 2010)

The role of the counseling guidance teacher is as a teacher or educator who is responsible for providing assistance to students in overcoming difficulties in their lives so that students can achieve prosperity in life. So that students can become more independent and mature in overcoming everyday problems. One of the competencies that must be possessed by guidance and counseling teachers or counselors is to manage the Guidance and Counseling program. Related to this competency, guidance and counseling teachers or counselors manage programs, including developing programs, implementing and evaluating guidance and counseling programs in order to help students develop optimally according to student needs.

Character education is a must because education not only makes students smart, but also has character and manners so that their existence as members of society becomes meaningful both for themselves and others. Character education must start early. This is so that it is easy to teach and stick to the souls of the children until they grow up. because if the character is not formed early it will be difficult to change a person's character. With character education, a child will become spiritually intelligent. (Nurussakinah Daulay, 2015).

Character education is a deliberate, proactive effort made by schools and governments to instill core values in ethics, such as caring, honesty, fairness, responsibility, and respect for others. Schools, thus, must be able to develop character education through the learning process, habituation, extra-curricular activities, and must also work together with families and communities in developing character education. (Lickona Thomas, 1991).

The purpose of character education refers to the function of national education. RI Law No. 20 of 2003 Article 3 states that National Education functions to develop and assist the character and civilization of a dignified nation in the context of educating the nation. (Ministry of National Education, 2003) Aiming at developing potential, students become human beings who believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. 1. Develop the affective potential of students as human beings and citizens with culture and national character. 2. Develop commendable habits and behavior of students. 3. Instilling the spirit of leadership and responsibility. 4. Develop the ability of students to become independent, creative, national-minded human beings. 5. Develop a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality.

Character education is a form of education that must be learned and instilled in children, this character education teaches and familiarizes children in behaving and doing good. Not apart from the SMP Negeri 1 Percut Sei Tuan. Character problems are also often used as hot conversations in it, therefore SMP Negeri 1 Percut Sei Tuan has a vision in character building for its students. Strive to improve the implementation of education both in the school environment and nationally. Develop an education system that is expected to foster students' critical awareness, attitudes and behavior. Placing students as subjects includes knowledge and shapes themselves through the development of all their intelligence. In this case, it is strengthened by research conducted by Soni Sonita Nokas, 2020. entitled "The Role of the Class Teacher as a Counseling Guidance Teacher in the Character Building of Class VII Students at the Inpres Sikumana 3 Elementary School, Kupang City" In Sonita's research, it was found that the classroom teacher as a counseling guidance teacher had a major role in the formation of the student's character. The role of the classroom teacher as a counseling guidance teacher is to help develop a classroom atmosphere, teacher relationships and student-student relationships that support the implementation of counseling guidance services and provide opportunities and convenience for students who need guidance and counseling services or activities to participate in / undergo activity services.

According to Agus Wibowo (2012), the implementation of character education in schools will be successful if the main requirements can be met, namely; (1) role models from teachers, employees, school leaders and policy makers in schools; (2) character education is carried out consistently and continuously; and (3) the inculcation of the main character values.

Thomas Lickona (Masnur Muslich, 2011) adds that there are ten signs of the times that must be watched out for because if these signs already exist, it means that a nation is on the verge of destruction. The signs in question are:

- a. Increased violence among youth
- b. Worsening use of language and words
- c. Strong peer-group influence on violence
- d. Increased self-destructive behavior, such as drug use, alcohol and casual sex
- e. The blurring of the moral guidelines of good and bad
- f. Decreased work ethic
- g. The less respect for parents and teachers
- h. Low sense of individual and citizen responsibility
- i. Cultivate dishonesty and
- j. There is mutual suspicion and hatred among each other.

According to Lahmuddin Lubis (2021:120-121) The qualification requirements and competencies that must be possessed by professional counselors and BK teachers can be seen in the Regulation of the Minister of National Education of the Republic of Indonesia (PERMENDIKNAS) Number 27 of 2008. In the PERMENDIKNAS it is stated that the academic qualifications of counselors in the education unit in formal and non-formal education are:

1. Guidance and Counseling Teachers are educators who have academic qualifications at least Bachelor of Education (S-1) in the field of Guidance and Counseling and have competence in the field of Guidance and Counseling.
2. Counselors are professional educators with minimum academic qualifications of Bachelor of Education (S-1) in Guidance and Counseling and have passed the Guidance

and Counseling Teacher Professional Education and/or Counselor Professional Education.

3. The Master of Guidance and Counseling is a professional educator and expert in guidance and counseling with qualifications of Master of Education in Guidance and Counseling.
4. The doctor of guidance and counseling is a professional educator and expert in the field of guidance and counseling science with qualifications of doctoral education in guidance and counseling.

On this basis, character education is very important. Character education is the foundation of hope for saving the Nation and Country from a deeper abyss of destruction, what needs to be considered in shaping and developing the character of students in an educational institution is the need for a collaboration between the Government, Principals, Teachers, Students, Parents of Students or Guardians of students and the Community. With the cooperation between the school and the community. With the collaboration between schools and the community, character education can be carried out properly and will run as expected. To realize this collaboration, it is necessary to have a good management in implementing character education.

## **II. Research Method**

The type of research used in this thesis uses qualitative research (Harahap, 2020). The subjects in this study were guidance and counseling teachers at SMP Negeri 1 Percut Sei Tuan, totaling 5 people (Creswell, 2013). The data collection techniques used are interviews (interviews), Observation (Observation) and documentation (Sugiyono, 2013). While the data analysis techniques used are data reduction, data presentation and drawing conclusions (Hikmawati, 2020).

## **III. Results and Discussion**

### **3.1 State of the Character of SMP Negeri 1 Percut Sei Tuan students**

According to Ramli, (2012) character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality, so that he becomes a good human being, a good citizen, and a good citizen. The criteria for a good human being, a good citizen, and a good citizen for a society or nation, in general are certain social values that are heavily influenced by the culture of the community and nation. Therefore, the essence of character education in the context of Indonesian education is value education, namely the education of noble values originating from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation.

From the interview results, the character of the students in this school is still far from what we expected. Especially at the time of the change of entry hours, there are still many students in the canteen, and when the teacher is not in the classroom, there must be a commotion that causes a commotion.

The BK teacher explained that Character student at SMP Negeri 1 Percut Sei Tuan, it is not as expected by the teachers, where there are still many students who do not have good character, the level of discipline is low. When the learning process takes place, there are students who are engrossed in his own world (playing HP), fun joking with other friends, lack of discipline, honesty, and a sense of responsibility as a student.

This can be proven by researchers when making direct visits or visits to class when the school bell rang, researchers found that many students were not present and were still outside the classroom. When conducting interviews with guidance and counseling teachers, they found information that the causes of student delays were several factors. Among these factors is the lack of student attention to the rules made by the school. The students consider the rules made by the school are rules that may be violated. Even if it is violated, it will not get a severe punishment from the school. This is the reason the students remain less disciplined in following the learning and teaching process in the classroom.

The Principal of SMP Negeri 1 Percut Sei Tuan as the policy maker and the person most responsible for the progress and decline of the SMP Negeri 1 Percut Sei Tuan school suggested and discussed with the guidance and counseling teachers to make new breakthroughs. New breakthroughs will certainly produce new ones to increase student achievement. The Principal of SMP Negeri 1 Percut Sei Tuan said that individual guidance services had a pretty good impact on students. Both the impact on the development of behavior in complying with school rules although it is still far from what is expected, as well as in terms of learning achievement.

The implementation of guidance and counseling at SMP Negeri 1 Percut Sei Tuan has been implemented well, but not fully implemented. This is due to the lack of guidance and counseling hours in the implementation of the program as well as inadequate facilities and infrastructure in the implementation of providing guidance and counseling services in solving problems that occur to him and helping students understand and develop their potential optimally.

### **3.2 The Role of Guidance and Counseling Teachers in Implementing Character Education Programs**

This research begins with the problem of students who do not know and understand the existence of character education, and do not yet have good character. For example, the way of dressing and being impolite to the teacher during the learning process, when the learning process takes place, there are students who are engrossed in their own world (playing cellphones), fun joking with other friends, lack of discipline, honesty, and a sense of responsibility as students.

Guidance and counseling teachers through service-oriented guidance and counseling services on the formation of students' positive character. Strengthening character education in SMP Negeri 1 is urgent and immediate, this is due to the emergence of various behavioral cases. Therefore, character education efforts that are preventive or preventive and repair are very much needed.

Theoretically, guidance and counseling has a strategic role in strengthening character education in schools. This role can be realized through the meaning of the nature of services and the realization of guidance and counseling programs and services. The essence of guidance and counseling services is a process of assistance provided to students systematically and continuously by a guidance and counseling teacher who has received special training so that the students being helped can understand themselves and their environment, be able to direct themselves to adapt, and develop their potential. optimally owned, in accordance with the values adopted, to realize the welfare of self and society. (Romlah, 2013).

The first finding of research on the role of guidance and counseling teachers at SMP Negeri 1 Percut Sei Tuan not only acts as a mentor, guidance and counseling teachers must be positive, reasonable, warm, and empathetic, accept students openly, present themselves, and be sensitive to students' feelings. the role of guidance and counseling teachers is very



active in providing services we carry out individual services or individual counseling, then we always carry out classical services, group guidance, and counseling and the performance of guidance and counseling teachers through the programs they make such as annual programs, programs semesters, weekly programs, and they always work in collaboration with homeroom teachers, students and other subject teachers.

The way the guidance and counseling teacher at SMP Negeri 1 Percut Sei Tuan instills the character of discipline in the character education program is done by the teacher providing an explanation or understanding that can be in the form of motivation, or through examples of daily activities. After students understand enough about what the teacher says in daily activities, for example in doing school assignments, being honest in doing school tests.

The method of planting the character is strengthened by the research conducted (Taufik 2014:63-64) the results of the study show that the cultivation of the character can be done in the following ways: (a) Understanding; students are taught to understand the intent and purpose of the character values studied. Understanding becomes the initial focus in behavior, because if students do not understand the value of a character, students cannot achieve the goals of the character being taught, (b) Repetition or habituation: the teacher accustoms students to apply certain values based on the agreement made. For example applying discipline and honesty (c) Exemplary, the teacher as an example in the example of students. The example shown by the teacher has a positive impact on strengthening the cultivation of positive values in students.

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Based on this definition, it can be seen that the purpose of guidance is for students to be able to understand themselves and their environment, be able to direct themselves, adapt and develop their potential, able to plan for the future to achieve the benefit and welfare of life.

The contribution of guidance and counseling teachers in the implementation of character education at SMP Negeri 1 Percut Sei Tuan is focused on service delivery. Providing guidance and counseling services to students with problems. In developing the character of students, the guidance and counseling teacher cooperates with the homeroom teacher. Guidance and counseling teachers must be ready to accept a handover or a referral from the homeroom teacher. The homeroom teacher will record student problem data and communicate it with the guidance and counseling teacher. guidance and counseling teachers follow up with individual counseling services, classical guidance, group guidance. Guidance and counseling teachers do not have a specific schedule for regular class attendance, but they are allowed to request hours to carry out collaborative classroom guidance services with the homeroom teacher. With this pattern,

Guidance and counseling teachers also collaborate with the school team in conducting evaluations through weekly meetings. If violations are found by students, the guidance and counseling teacher together with the homeroom teacher along with students identify problems by interviewing students to determine the minutes of violations. The role

of the guidance and counseling teacher is no less important is the provision of counseling services for students who have problems because of violations. In providing services for students who are subject to sanctions, guidance and counseling teachers assist and provide understanding so that students are aware of the consequences of their behavior. After the guidance and counseling process, the guidance and counseling teacher always coordinate regularly to monitor the psychological development and behavior of students, enthusiasm and strive to get better and guidance and counseling teachers report their performance in evaluation and coordination activities attended by principals, homerooms, and other subject teachers.

The successful implementation of character education in education units/schools can be achieved with the involvement of all school members, families, and community members. Wening (2012) in his research concludes that value education is the implementation of character education obtained from the family, school, peers, and media environment. mass. The family is the first environment for character development and character education that must be empowered, while character education in schools is emphasized on inculcating morals, aesthetic values, and noble character. In addition, the community environment also greatly affects the character or character of a person. Given that the success of character education is strongly influenced by family, school, and community environment, the existence of role models is very meaningful.

#### **IV. Conclusion**

Based on the researcher's analysis of the research results and discussion, the researcher can conclude that: The character of students at SMP Negeri 1 Percut Sei Tuan has not been as expected by the teachers, where there are still many students who do not have good character, the level of discipline is low. The guidance and counseling teacher program in the implementation of character education at SMP Negeri 1 Percut Sei Tuan always implements the K3 program (devotion, cleanliness, beauty and order) so that it becomes a school culture that is emphasized in piety, for example clean Fridays and infaq Fridays, and In the learning process, students are able to take part in character education programs through services that have been provided by guidance and counseling teachers such as character education service strategies through guidance and counseling can be done through: (1) Basic Services, (2) Responsive Services, (3 ) Individual Guidance, (4) System Support.

The role of the guidance and counseling teacher at SMP Negeri 1 Percut Sei Tuan is very active in providing services. Such as, individual services, individual counseling, classical services, and group guidance. Through programs made such as annual programs, semester programs, weekly programs, and in collaboration with homeroom teachers, students and other subject teachers.

The contribution of guidance and counseling teachers in the implementation of character education at SMP Negeri 1 Percut Sei Tuan is focused on service delivery. Providing guidance and counseling services to students with problems. In developing the character of students, the guidance and counseling teacher cooperates with the homeroom teacher. Guidance and counseling teachers must be ready to accept a handover or a referral from the homeroom teacher.



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