



STUDENTS' CHARACTER BUILDING THROUGH THE MANAGEMENT OF COUNSELING GUIDANCE SERVICES: BUILDING A RESILIENT AND ETHICAL PERSON

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Abstract - The aim of this research is to describe the character of students in building a resilient and ethical person. The method used in this research is comparative qualitative descriptive method. The subjects of this study were the principal, counseling guidance coordinator, and counseling guidance teacher. Data were collected using interview, observation, and documentation instruments. The analysis technique used is data reduction, data presentation, and conclusion drawing. The results showed that students showed good character at school with full ethics and became tough personalities. It can be concluded that: the formation of students' character through the management of guidance and counseling services runs in accordance with school rules at SMP Negeri 2 Bengkulu Selatan; building a tough and ethical person with various counseling activities, namely students are involved in various school activities; factors that support and hinder are cooperation with various parties both inside and outside the school; management of counseling guidance services carried out to shape students' character, namely by conducting social personal group counseling services with peers.

Keyword: Guidance Counseling, Character, Resilient and Ethical

INTRODUCTION

The correct information service in the field of guidance and counseling is by the guidance and counseling teacher. In the field of education, many individuals who are students are faced with the possibility of problems or difficulties arising. Among these problems or difficulties are related to self-adjustment to character. Every action, attitude and deed carried out must have educational value, with the aim of educating students to respect norms and make the best use of time for learning. (Astari, 2017).

The formation of student character can be formed through guidance and counseling activities, so it takes good management of guidance and counseling activities as well, in activity management requires planning, organizing, implementing and monitoring or evaluating. All efforts in utilizing human and non-human resources in order to achieve the objectives of effective and efficient guidance and counseling activities. A well-managed guidance and counseling management system will certainly produce good guidance and counseling activities as well.



Guidance and counseling as one of the sub-systems of education in schools must be able to carry out its functions properly. Each student with all their uniqueness, with various needs, which sometimes require certain people/personnel to help them adjust to their abilities/uniqueness, solve problems/problems they face and meet their needs. Teachers and principals have been widely required to carry out their respective duties, so the role of mentor teachers in schools is increasingly important.

This research is based on the many cases of ethical violations and lack of students' responsibility that occur in the community. These ethical violations often occur in the school environment. One of the cases that occurred in the Kupang area, a teacher reprimanded noisy students while learning was taking place, which made students not accept and beat the teacher (Kompas.com. 2022). A teacher was bullied by students from a viral video that occurred in one of the schools in Kendal, based on testimony during the last hour of learning students joked in front of the class while the teacher was still in class and the teacher tried to calm down until he threw his shoes and the students seemed not to care and instead laughed (Detiknews.com. 2018).

This research is motivated by the phenomena that occur in the field, namely students' speaking inappropriately, students skipping school, students fighting, students behaving badly or impolite students' behavior when asking questions. Based on the results of the study, it is recommended to the counseling guidance teacher to apply adolescent social ethics in accordance with the norms of politeness, legal norms, and moral norms. The facts in the field apparently illustrate that there are many changes related to the implementation of learning by integrating character education. This is motivated by the character and moral crisis of the younger generation in schools (Wulandari, et al., 2018).

The outbreak of moral issues among adolescents such as drug use, student brawls, pornography and others, has become a social problem that until now has not been resolved completely. The consequences are quite serious and can no longer be considered a simple problem, because these actions have led to criminal acts (Syaparuddin, 2020).

Thus, the moral problem of students as the nation's successor is an issue worthy of attention. There needs to be a good synergy between organizational culture as part of an educational institution. In addition to instilling knowledge / insights that are cognitive in nature, students also need to be instilled with traits that reflect affective and psychomotor characteristics. In addition to being obtained through the learning process in the classroom in the learning process at school, it can also be obtained from activities or activities that are non-academic in nature, namely with extracurricular activities or various organizations that exist in each school institution (Fibrianto & Yuniar, 2020).

This research was conducted with the aim of fostering good habits in the school environment which will play an important role and have an influence on the process of student character building (Nurfirdaus and Hodijah 2018). Without good habits in the school environment, the process of forming student character will be difficult, because it only focuses on the student (Gestiardi, 2021).

The purpose of this research is to build resilient and ethical character in students. One important aspect that supports the successful achievement of educational goals and students' character building is the school climate. A conducive school climate is created by the school



environment which consists of three parts, namely the physical, cultural and social environment (Nur 2018).

The physical environment of the school such as infrastructure can also provide character education to students. Likewise, the school culture plays its role somewhat through educators. Therefore, educators must be able to understand the basic character of students who have been formed before to be able to grow towards a better direction. Thus with the social environment in school, the most dominant is classmates. So a teacher must interact with his students in order to control the delinquency of his students between friends (Gampu et al., 2022).

In its implementation, character education must involve all educators at school so that the goals of national education can be achieved, one of which is the counselor (Badawi, 2019). Every school has a counselor who will assist in character building in students. The role of counselors or commonly referred to as guidance and counseling teachers is also found in the "Joint Decree of the Minister of Education and Culture and the Head of the National Personnel Administration Number 25 of 1993" which states that the role of counselors takes part in the implementation of educational functions, especially character education (Ahmd et al., 2021). School counselors must be committed as one of the parties in the implementation of character education.

The Counselor Competency Standards are also contained in the implementation of guidance and counseling in schools which states that "the service area aims to empower students (individuals) in guiding their life journey through making decisions about education including those related to the need to choose, achieve and maintain a career to realize a productive and prosperous life and to become citizens who care about the public good through education" (Rubiani, 2020). In practice, guidance and counseling counselors in schools must have an empathetic attitude, high tolerance and always prioritize services by considering the impact that will be received in the short and long term from their services (Putry, 2019).

Management of guidance and counseling services carried out by counselors in the application of student character education in schools. Counseling guidance services not only focus on student problems but can also play a role in developing students' character as a whole through the process of students' learning, social, religious and career activities (Rahmiati et al., 2021). The application of character education through counseling guidance counselors aims to shape, develop and improve character points in students. In the application of character education, there are points that are emphasized and this is in line with the services of counseling guidance, namely learning, personal, social and career.

From the exposure of various kinds of existing literature, personal-social guidance and counseling can be interpreted as guidance to assist individuals in solving personal-social problems in self-adjustment such as relationships with friends, family environment, school and society (Abdul Karim et al., 2021). Personal-social counseling is an effort to help students develop personal attitudes, souls, and behaviors in the social life of a large environment (state and world society), based on the provisions that form the basis of counseling and counseling, namely the state foundation, state direction and national education goals (Yelvita, 2022).



METHODOLOGY

The type of research used in this study is a descriptive approach through field research (field research). This method describes the phenomenon of what is experienced by research subjects in behavior, perception, motivation, action holistically with words and language in a scientific context to find out the formation of student character through counseling guidance services in building a tough and ethical person. The object of research, data sources, time, techniques that will be used for data processing obtained from interviews with sources, observation by seeing how student character education grows from daily activities at school and documentation by collecting accurate evidence. The subjects in this study are the principal as the highest decision maker in the school, the counseling teacher as a facilitator in improving students' character education, and the counseling coordinator as the person in charge of the counseling program. The analysis technique used is data collection from various data sources, data reduction and conclusion drawing, triangulation and determination of the final conclusion..

RESEARCH RESULT AND DISCUSSION

Forming students into moral and character is a complex process and requires continuous attention from various parties, including schools, teachers, parents, friends, and society at large as stated by the BK coordinator in the following interview page https://www.youtube.com/watch?v=4_3SMPOZbZE. The steps that can help in shaping students into character are by the way we as teachers are examples for students, we must model good character to students such as with mandatory school activities, namely Strengthening Character Education (PPK) which is carried out regularly every Monday to Saturday. Participating in dhuha prayer and tafakur activities with students, participating in sports activities with all teachers and students, facilitating literacy activities for all subjects by involving all teachers and students, and holding cultural exhibitions or dance art through cultural arts and P5 learning. Don't let us tell students to be characterized but we ourselves as models or examples of students do not apply it. Furthermore, instill values such as honesty, cooperation, discipline, responsibility and empathy in every aspect of school life. So that students are accustomed to doing daily life with character values.

It is important for counselors to have strong skills in listening, empathizing, and guiding students to address their problems in a positive and constructive way. Counselors can help students develop independence by providing them with problem-solving, decision-making, and emotion management skills with group counseling sessions. By developing a norm attitude of obeying every school rule such as students should not fight, smoke, steal and others. Thinking critically and conceptually, for example when doing assignments from teachers and being able to solve obstacles in completing assignments from teachers. Commitment to himself can be seen from students who obey class rules, namely class pickets and submit assignments on time according to agreements with teachers. Students who are happy with positive challenges such as daring to try to appear in front of the class to present.



Comprehensive support from the school environment, family, self and society can help minimize factors that hinder and increase factors that support the formation of a resilient and ethical person in students. Schools that provide good moral and ethical education can help students understand the values that are important in life. Families that provide support, affection, and positive examples can help students develop resilient and ethical personalities such as facilitating children in Scouting and PMR activities and including children in religious activities such as flash pesantren competitions at school. The BK also collaborates with various parties from outside and inside the school such as the principal, students, subject teachers, homeroom teachers. Outside parties such as the Police provide counseling on the dangers of bullying for students, BNN conducts counseling on the dangers of drugs, and Puskesmas conducts HIV / AIDS checks aimed at becoming a relationship for improving student character education both to provide useful information and check student health, students also take part in self-development activities such as extracurricular Youth Counseling Information Center (PIK-R).

Conduct an initial assessment of each student to identify needs, strengths and areas for improvement. After that, individual coaching is conducted to help students overcome their challenges and maximize their potential. Integrating values such as integrity, respect, responsibility and empathy in daily activities at school. This can be done through hands-on learning, group discussions and role modeling by teachers and school staff. Provide opportunities for students to interact in diverse social situations, both inside and outside the classroom such as extracurricular scout activities and group discussions in class learning.

Character building through the management of counseling guidance services with strengthening character education (PPK) activities is a collaboration between the principal, subject teachers and counseling teachers to achieve goals, institutions or organizations as management activities. Counseling guidance helps students to take responsibility for their own actions and decisions. Such a meaning indicates that character is synonymous with personality or morals, supported by the findings of the study (Wahyuni, 2021b). In addition, the success of character education implies that learning is not necessarily seen from the perspective of the cognitive domain alone but how to balance the cognitive, affective, and psychomotor domains which ultimately realize the whole person. (Santika, 2020). Character education aims to improve the quality of educational processes and outcomes by focusing on the formation of noble character and morals in students in a comprehensive, integrated, and balanced manner, in accordance with the graduation competency standards in each educational institution. (Jispindiora et al., 2023). Through character education, students are expected to be independent in improving and using their knowledge, considering and internalizing character values and noble morals to be reflected in their daily behavior (Dole, 2021). Character values are good attitudes or morals that can be formed and grown by a person through character education (Samo, 2023). Education of the younger generation as a whole requires a pattern or model with the approach of strengthening character education (PPK) with local wisdom. (Pasek Suryawan et al., 2022).

Building a resilient and ethical personality of students through counseling guidance services, of course, people with a resilient personality will be more resistant in dealing with



situations that are full of pressure. people with a resilient personality do not feel alienated when they are in unfamiliar situations, do not feel afraid of various situations and always feel capable and have the strength to be able to overcome all the problems they face. (Damayanti, 2019). Today's life is increasingly complex and full of challenges, in addition to a smart and good person, it is also necessary to have resilience, a resilient personality so that in the face of various challenges, life difficulties and various disasters, both as a person, group, nation, the Indonesian people are able to survive, rise and move forward in the face of various unexpected situations (Mayasari, 2014).

Supporting and inhibiting factors in the formation of a tough and ethical person Parents do play an important role in instilling children's character, but not only parents and family have an influence on children's character, but the surrounding environment also has an influence. Children do not always stay at home, half the time children do outside the home with their friends. Therefore, not a few children's character is influenced by their friends (Utami et al., 2020). Ethics is the mother of all manners, morals, good behavior in relationships, work and daily life. Ethics are first instilled by parents and family at home, then at school and of course by society directly. (Davita, 2017).

Counseling guidance service management strategies carried out in the formation of student character. BK teachers are teaching staff in the realm of education who are responsible for the field of guidance and counseling professionally towards the abilities and development of students (Amani, 2018). In accordance with the opinion of Winkel in (Amani, 2018) With the BK teacher team at school, it is hoped that it can assist students in actualizing themselves as optimally as possible, so that learning achievements can be achieved easily by students. According to Desmita in (Nugroho, 2020) to help students solve their learning problems and recognize their abilities is the task of the counseling teacher (Suryanti et al., 2021). Peer counseling is seen as important because adolescents are more often informed of problems faced by peers than parents, or teachers at school. (Astiti, 2019).

CONCLUSION

The conclusion of this research in general is about the formation of student character through counseling guidance services to build a tough and ethical person. The specific conclusions of **character building** include PPK activities that have been running in accordance with the applicable school regulations, carried out from Monday to Saturday, namely flag ceremony activities, literacy, English days, dhuha prayers, morning gymnastics, tafakur and homeroom coaching activities every Saturday. **Building a strong and ethical personality**, students are involved in various school activities such as PIK-R activities in extracurricular PIK-R students are taught how to solve problems by studying various juvenile delinquency problems and are taught how to guide and counsel peers. The school also formed a Violence Prevention and Handling Team (TPPK) Task Force in the school environment with direct recommendations from the central government. **Supporting and inhibiting** factors in the formation of a resilient and ethical person, the supporting factor is the cooperation with various parties both inside and



outside the school. As for the inhibiting factors in the formation of a tough and ethical family or parents who are difficult to discuss about students who get coaching and peers who influence to violate these ethics. **Counseling guidance service management strategies** carried out to shape student character, namely by conducting individual counseling services with peers. Through the activities of counseling lessons in class by preparing material based on the RPL that has been compiled in the annual program designed by the counseling teacher.

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