



Dialectics of Educational Counseling Development

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Abstract

The essay gives a theoretical analysis with the aim of considering conflict resolution in educational orientation practice. The dialectic theory of mediation, which we believe offers a wide range of opportunities for the development of skills and social abilities as well as changes to the educational practices of professionals working in this field, is the theoretical perspective that is primarily highlighted. The relatively limited number of outputs that address the topic, including articles, dissertations, and theses, justifies the theoretical review. We first strive to study the significance of the ideas of mediation and conflict, highlighting historical features and major conceptions, to then draw on the extensive experience of one of the article's authors to discuss the role of these professionals on the management and mediation of conflicts.

Keywords: dialectics, educational, development, counseling, conflicts

Introduction

Educational counseling plays an important role in ensuring the optimal quality of education in an era of ever-evolving education. In an increasingly complex world of education, students are faced with a variety of academic, social and emotional challenges that affect their development. Educational counselors have a responsibility to provide support, guidance, and appropriate solutions to help students overcome these problems. Therefore, updating strategies, introducing innovations, and implementing best practices in educational counseling are very important.

This article aims to dig deeper into the development of educational counseling with a focus on strategies, innovations and best practices. In this study, we explore various counseling strategies that have proven effective in helping students overcome the challenges they face. Therapeutic approaches, group counseling, and problem solving techniques are examples of the strategies discussed. We will also look at how innovation, especially in the use of technology, has contributed to increasing the accessibility and



effectiveness of counseling services. Examples of innovations we cover include using online platforms for remote counseling, developing mobile apps for self-support, and using artificial intelligence technologies in student data analysis.

In addition, this article will highlight best practices in educational counseling. We will examine the development of comprehensive and holistic guidance and counseling programs, where collaboration between teachers, parents and counselors is the key to success. A school environment that supports and encourages student development will also be our focus. By paying attention to strategies, innovations and best practices in educational counseling, it is hoped that we can create an educational environment that is inclusive, supportive and provides maximum benefits for the holistic development of students.

Result and Discussion

Historically, the Indonesian character has been accumulated in the four pillars of the Indonesian nation's life, which have been formulated by the founding fathers. The four pillars are Pancasila as the basis and philosophy of life for the nation, the 1945 Constitution as a constitutional basis, Unity in Diversity as a commitment to national unity and the Unitary State of the Republic of Indonesia as the common home of the Indonesian people. Pancasila as the basis and philosophy of life contains five moral and ethical principles of national life. First, the principle which emphasizes that the Indonesian nation is a religious nation, believes in the One and Only God, which upholds the value of religious morality by mutual.

Respect the religion and beliefs of each citizen. Second, the principle of upholding human values, justice and civility. Third, the principle of upholding the spirit of unity and unity, the spirit of mutual cooperation and togetherness in facing and overcoming every problem. Fourth, uphold the spirit of deliberation and consensus in solving national problems. Fifth, the principle of struggle to realize social justice for all Indonesian people.

The Preamble of the 1945 Constitution affirms the ideals of the struggle for independence, stating that "By the grace of Almighty God and motivated by the noble desire for a free national life, the people of Indonesia hereby declare their independence".



Meanwhile, the motto *Bhinneka Tunggal Ika* contains the principle of recognizing the diversity of cultures, languages, customs, religions and local traditions spread across the archipelago. This principle also affirms that any attempt to homogenize the culture of the Indonesian nation will damage the Indonesian character itself. Instead, what must be built is how the togetherness and unity of the people of this nation can be maintained firmly without reducing the existence of each ethnic group and the local wisdom contained in it. Therefore, it is necessary to have a unified perspective on the environmental integrity of the country's territory, which is called the Archipelago Concept. Archipelago Concept as a way of seeing the Indonesian nation about itself and its environment that is all archipelago in a changing world, but remains strong in its Indonesian values.

This insight has given direction to the behavior of this nation as a dynamic nation but remains strong in its identity. Meanwhile, the national agreement that has become a legacy from the founding fathers about the common home of the Indonesian people is the Unitary State of the Republic of Indonesia (NKRI), not a union state. Regional Autonomy does not in the least reduce the basic values and meaning of the NKRI. Therefore, the spirit of regionalism that is filled with local wisdom should be maintained and developed, while primordialism that is contrary to the spirit of NKRI must be kept away and even destroyed.

In this context, what needs to be underlined is that in the struggle to realize independence as well as formulate the noble and fundamental values contained in the four pillars of Indonesian life, educators including counselors have a big share and role. Therefore, school institutions and their personnel, both principals, teachers, and counselors, have a moral responsibility in maintaining and strengthening the character education of students in schools because character education is the duty of all parties involved in educational efforts. Law No.20 of 2003 on the National Education System Article 3 states that "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".



The mandate shows that education not only functions as a medium to develop scientific abilities, but also functions to shape the character and civilization of a dignified nation. This means that character education cannot be left out in the functioning of education. Therefore, as a function inherent in the existence of national education to shape the character and civilization of the nation, character education is a manifestation of this role.

In this research, we explore the development of educational counseling with a focus on strategies, innovations and best practices that have proven effective in improving counseling services and supporting student development. Based on our literature review, important findings have emerged that provide valuable insights in this regard.

First, counseling strategies have been shown to be a significant factor in helping students overcome problems and achieve positive growth. Recent research shows that the cognitive-behavioral approach and the humanistic approach to educational counseling have a strong impact. The cognitive-behavioral approach focuses on understanding and changing students' mindsets, while the humanistic approach emphasizes self-acceptance, self-development, and empathic counselor-student relationships. Implementation of these strategies in educational counseling practice can help students overcome emotional challenges, improve adaptive skills, and achieve academic success.

In addition, innovations in educational counseling have also made a significant contribution in improving counseling services. The use of technology, such as online platforms and mobile apps, has opened the door to remote counseling and increased accessibility for students who are limited by geography or mobility. Artificial intelligence technology has also played an important role in analyzing student data and providing more precise personalized recommendations. Through this innovation, educational counselors can provide services that are more efficient, relevant, and responsive to student needs.

Best practice in educational counseling is also an important element in creating an inclusive and supportive educational environment. Collaboration between teachers, parents and counselors plays a crucial role in providing consistent support to students in various contexts of their lives. Research shows that a comprehensive guidance and



counseling program, including extracurricular activities that support student growth, can create a positive and supportive school environment. These best practices cover aspects such as holistic assessment, career planning, and developing social skills. In implementing these best practices, educational counselors can act as agents of change that promote student growth and well-being.

However, it should be noted that despite progress in the development of educational counseling, challenges and constraints remain. Some of the obstacles encountered included a lack of resources, time constraints, and challenges in adapting counseling services to meet the needs of students from different cultural backgrounds. Therefore, it is important for educational counselors to continuously develop their professional competencies, engage in ongoing training, and utilize technology and collaboration as an effort to address these challenges.

Overall, this research highlights the importance of educational counseling developments that involve strategies, innovations, and best practices. By implementing effective strategies, adopting technological innovations, and implementing best practices, educational counselors can provide quality, relevant, and positive services to student development. While challenges remain, with a strong commitment to professional development and collaboration, we can continue to improve our educational counseling practice to realize our students' full potential and provide the support they need in their educational journey (Qosim et.al, 2023; Salam et.al, 2023; Qosim et.al, 2023).

Meanwhile, in the 2003 National Education System Law, counselors in schools have been recognized as one of the educators, as stated in Article 1, "Educators are qualified education personnel as teachers, lecturers, counselors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialties, and participate in organizing education". From this understanding, counselors in schools, according to the Joint Decree of the Minister of Education and Culture and the Head of the National Personnel Administration Agency Number 25 of 1993) cannot be separated from the functions and objectives of education. School counselors have roles and duties related to character education.

Based on the understanding of the character of the Indonesian nation as described above, it can be obtained an overview of how important and proportional the topic of



"The Role of Counselors in Character Education", is. The mission of the counselor is to guide students to become people of faith and piety so that the end result is the creation of situations and conditions of a prosperous society, a society in the life of the universe that is *rahmatan lil alamin*. Success in organizing and instilling life values through character education can also be influenced by the approaches and methods used in delivering. There are several approaches to delivering character education. The separate subject approach is considered a separate subject. Therefore, character education has the same position and is treated the same as other lessons or fields of study. In this case, the character education teacher should prepare and develop the curriculum, develop the syllabus, make the Learning Process Design (RPP), learning methodology, and learning evaluation. Consequently, character education must be planned in the lesson schedule in a structured manner. This approach has advantages and disadvantages. The advantages of this approach include that the material delivered becomes more well-planned and focused; likewise, the material that has been delivered is more measurable. Meanwhile, the disadvantage is that it is very dependent on the demands of the curriculum, as well as the impact of character education that only touches the cognitive aspects and does not touch the internalization of these values. Whereas the most important thing about character education is the internalization of values in the personality of students. In addition, instilling these values seems to be the responsibility of only one teacher. To overcome this weakness, a second approach can be used, namely integrating with all subjects (Fadli et.al, 2023; Hajjianor et.al, 2023; Masnur et.al, 2021; Jabri et.al, 2016). The study of the integrated approach in all subject areas is to deliver character education is more varied, namely by implementing it in an integrated manner in each subject area. Therefore, character education is not burdened on the shoulders of one teacher alone but is the responsibility of all teachers (Washington, et.all, 2008). In this context, each teacher can choose character education materials that are in accordance with the theme or subject matter of the field of study. Through this integrated model, every teacher is a teacher of character education without exception. The advantages of the integrated model in each field of study include that each teacher is responsible for instilling life values to all students, in addition to the understanding of character education values tends not to be informative-cognitive, but rather applicable according to the context of each field of



study. The impact is that students will be more familiar with the values that have been applied in various settings. The downside is that the understanding and perception of the values to be instilled must be clear and the same for all teachers. The cultivation of character education values can also be instilled outside formal learning activities. This approach prioritizes processing and instilling values through an activity to discuss and then discuss the values of life. Such an activity model can be implemented by school teachers who are given the task or entrusted to other institutions to carry it out. The advantage of this approach is that students will get direct and concrete experience (Busa, et.al, 2020). The disadvantage is that it does not exist in a fixed structure within the framework of education and teaching at school, so it will require longer time and more money. And then, the combined model combines the integrated model and the out-of-school model together (Elihami, 2023). This model can be implemented in teamwork by teachers or in collaboration with outside parties. The advantage of this model is that all teachers are involved, and teachers can learn from outside parties to develop themselves and students. Students receive information about values while also being reinforced with experience through well-planned activities (Sudirman at.al, 2023). Since character education is one of the functions of national education, it should be included in every subject matter.

In this research, we examine developments in educational counseling with a focus on strategies, innovations, and best practices that have proven effective. Our findings show that counseling strategies such as the cognitive-behavioral approach and the humanistic approach can help students overcome emotional challenges, improve adaptive skills, and achieve academic success. In addition, innovations in educational counseling, such as the use of technology and valid evaluation tools, have increased the accessibility, efficiency and effectiveness of counseling services. Best practices involving collaboration between teachers, parents and counselors also help create an inclusive and supportive school environment.

Despite significant progress, challenges remain, including limited resources and difficulties in adapting counseling services to students from different cultural backgrounds. Therefore, it is important for educational counselors to continue to develop



professional competencies, engage in ongoing training, and utilize technology and collaboration to overcome these challenges.

Conclusion

In conclusion, the development of educational counseling involving strategies, innovations and best practices provides great benefits for student development. By implementing effective strategies, adopting technological innovations, and implementing best practices, educational counselors can provide quality and relevant services. While challenges remain, with a strong commitment to professional development and collaboration, we can continue to enhance our educational counseling practice to support the full development of our students' potential and provide the support they need in their educational journey.

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