



## Development of Social Personal Guidance towards Character Building of Students of SMPN 4 Enrekang

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### Abstract

The process of shaping students' character is the responsibility of all teachers, including guidance and counselling teachers. Counsellors or guidance and counselling teachers according to the Joint Decree of the Minister of Education and Culture and the Head of the National Personnel Administration Number 25 of 1993, cannot be separated from the roles and duties related to character education. The purpose of this study was to determine the role of guidance and counselling teachers in the character building of class VIII students of SMP 4 Enrekang through personal-social guidance. The research method used is descriptive qualitative. The results of this study are the role of counselling guidance teachers in shaping the character of honesty of class VIII students of SMP 4 Enrekang through personal-social guidance is carried out through an exemplary approach, a habituation approach to each extracurricular activity, which aims to shape the character of students. The character values resulting from the objectives, materials, strategies, approaches and methods carried out by the 8th grade counseling teacher include several important points, namely: First, students' attitudes and behaviour towards God show a change in behaviour that begins to grow in students, which is manifested by their obedience and belief in Allah SWT. This obedience can be seen from students' awareness in their daily lives which is marked by honesty, obedience to worship, dhikr, reading the Qur'an, always praying and thanking Allah, fasting fully in the month of Ramadan, and giving (charity) because of Allah. Secondly, students' attitudes and behaviour towards fellow humans appear to be quite polite and courteous, honest, loyal, forgiving, and have high discipline and good character.

**Keywords:** *Development, Social Personality, Character*

### INTRODUCTION

Junior High School students enter the adolescent stage of development, which is an individual who experiences a transition from childhood to adolescence and still often experiences changes in emotions, body, interests, behaviour patterns, and is also full of problems. This is said by Hurlock, that: "Adolescence is very vulnerable to experiencing problems, causing fear and unrealistic times.

In addition, adolescence is a period in human life whose age and role boundaries are often not very clear. In their development, they are often confused because sometimes they are treated as children but at other times they are required to be independent and mature. The

developmental tasks of adolescence demand major changes in children's attitudes and behaviour patterns. The important developmental tasks of adolescence will illustrate how far the changes that must be made and the problems arising from the changes themselves so that adolescence is often a problem that is difficult to overcome. Adolescence still needs guidance from teachers. Guidance is a part and process of education that is regular and systematic in order to help the growth of students or students for their strength in determining and directing their own lives, so that in the end they can gain experiences that can make a meaningful contribution to society. Meanwhile, according to Tohirin, guidance is synonymous with education. That is, if someone is doing educational activities, this means that he is also guiding; conversely, if someone is doing guiding activities (providing

guidance services), it means that he is also educating.

Counselling is an activity where all the facts are collected and all the experiences of students are focused on certain problems to be overcome by the person concerned, where he is given personal and direct assistance in solving the problem.<sup>5</sup> Counselling itself comes from the word counseling, which is a word in the masdar form of to counsel which means giving advice or giving advice to others face to face. Based on this understanding, it can be understood that guidance and counselling are activities or activities carried out by someone in order to help students in an effort to form appropriate behaviour, meaning that students are directed to find their identity as humans who behave positively in accordance with applicable rules and morals.

Guidance and counselling in schools is in accordance with the needs of individuals in developing every aspect of their lives but only effective guidance and counselling is able to provide an optimal assistance process. Help to overcome personal, social, and family problems can all be guided in school counselling. In general, counsellors act as initiators of the activities of education, representatives of society, enforcers of discipline, leaders of the younger generation and also as mentors for their students. Regarding the purpose of guidance and counselling services specifically stated by Dewa Ketut Sukardi that specifically guidance and counselling services aim to help students to achieve developmental goals including personal, social, learning and career aspects (Dewa Ketut Sukardi, 2000: 29).

This researcher emphasises the aspect of students' personal guidance as intended to achieve personal development goals and tasks in realising an orderly personality, behaviour that follows the rules of discipline, independence and responsibility while Character refers to a set of attitudes, behaviours, motivations and skills. Character includes attitudes such as the desire to do the best, intellectual capacities such as critical thinking and moral reasoning, behaviour such as honesty and responsibility.

According to Doni Koesoema, character education values include religious values, moral values, general values, and civic values so that student character can develop in accordance with the intended character, the approach used by guidance and counselling teachers is a personal approach. This personal approach aims to help the overall learning

process of students. In order for students' character to develop in accordance with the intended character, the approach used by guidance and counselling teachers is a personal approach. This personal approach aims to help the entire student learning process. The focus of the counsellor's attention is the problem of developing student character values. As for what is meant by the development of student character, the author refers to the opinion of Mohamad Surya, which is related to monitoring students' moral attitudes and habits, understanding students' strengths and weaknesses, efforts to develop recognition of strengths and weaknesses, understanding students' personal talents and interests and understanding and practicing a healthy life. Based on the results of pre-research through interviews with guidance and counselling (BK) teachers at SMP 4 Enrekang obtained data that, guidance and counselling activities already exist and run quite well, both the program, functions, techniques, division of working hours, BK activities, and efforts to shape student honesty.

SMP 4 Enrekang as the research location was motivated by interest and findings when conducting pre-research at the school on 5 April 2020. SMP 4 Enrekang is a public school that runs under the auspices of National Education. However, SMP 4 Enrekang shows different things, where the school really promotes honesty values with the existence of an honest canteen, honest cooperative, and honest library. However, in reality, students at SMP 4 Enrekang are still found to be less honest when giving reasons for not attending school, when asked to provide information about smoking or not.

Based on the explanation of the BK teacher in class VIII, this is due to the development of the times that are increasingly undirected. The educational environment outside of school has become free and uncontrolled and allowed free access to all lines of their activities without limits and without intensive supervision and guidance by teachers and families. There are two character values that are violated, namely (1) the values of human behaviour in relation to oneself and (2) the values of human behaviour in relation to fellow humans, including the issue of honesty. These two character values will be the focus of the research because they have not been implemented. This is what also encourages researchers to conduct further research on the development of social guidance and counselling in developing the character of students at SMP 4 Enrekang.

## Method

This research is qualitative research. What is meant by qualitative research methods here is a systematic procedure (method) agreed upon by a scientific community to reveal a subjective meaning of research participants about a symptom that is the object of research study in the field of science.

Thus, qualitative research is a certain tradition in social science that fundamentally relies on observing humans in their own areas and dealing with these other people in their discussions and in their terms.

This research is used to answer questions about what and how a situation (phenomenon, event) and report it as it is. This descriptive research aims to make a description, description or painting systematically, factually and accurately about the facts, characteristics and relationships between the phenomena investigated. This method bases itself on the process of *verstehen* (appreciation from within) rather than *arklaren* (explanation from outside).

This research was conducted in April 2020. Judging from the research subject, this research was focused on class VIII students of SMP 4 Enrekang in the 2019/2020 academic year. The determination of class VIII as the research

## Results and Discussion

Based on the results of interviews with class VIII counseling teachers and reading of the documents of the counseling teacher of SMP 4 Enrekang, information was obtained that the material of guidance and counselling for the development of students' character from 10 materials, namely: (a) knowledge of character, (b) understanding of social morals, (c) problem-solving skills, (d) emotional competence, (e) relationships with others, (f) feelings of attachment to school, (g) academic achievement, (h) communication competence, (i) attitudes of students to teachers.

Based on this explanation, many of the materials for developing students' character are indeed related to the field of guidance and counselling services, especially personal guidance and social guidance. Therefore, the availability of

subject considering that class VII has not received counselling guidance from the BK teacher on a regular basis so it is difficult to make class VII the focus of the research. While class IX is approaching the national exam so it is feared that it will disrupt their concentration. So class VIII was decided to be the subject of this study. Class VIII itself consisted of three classes, all of which totalled 130 students. The data collection tools in this study are:

- a. Interviews, used to obtain data on the description and process of developing student character by counseling teachers and students' impressions and opinions about the role of counseling teachers.
- b. Observation, This research uses non-participant observation, which is an observation carried out by not taking part in the activities observed so that this research is enough just to see or pay attention. This data collection method is used by the author to obtain data on the implementation and process of guidance and counselling.
- c. Documentation, in the form of written records, namely by reading books or published journals or leaflets issued by SMP 4 Enrekang, both in the form of history, vision, mission, programs and activities of the supervising teacher, as well as the development of behaviour, attitudes, mental and personal development of students..

character education materials for counselling teachers is numerous and extensive. The essential values of morality both as an individual being and or as a social being for a learner are moral education materials.

The guidance and counselling materials and character values developed are a reference for guidance and counselling teachers in carrying out the guidance and counselling service process as one of the main tasks of educating and shaping the personality of students with noble character.

The implementation of Guidance and Counselling at SMP 4 Enrekang is conducted after regular class hours. The provision of PAI subjects in the classroom is considered unable to fulfil the vision and mission of the school in order to build the character and personality of students, the orientation of guidance and counselling services is carried out with the aim of building the character and personality of students.

According to an interview with a guidance and counselling teacher in class VIII of SMP 4 Enrekang, the guidance and counselling services carried out basically aim to shape the character of students. Character building work is basically value-based work, normative ethical services, and not value-free services. A counsellor needs to fully understand the nature of humans and their development as value-conscious beings and their development towards normative-ethical. A counsellor must understand the development of values, but a counsellor should not impose the values he adheres to the counselee (the students served), and should not set an example for his counselee to imitate, but rather facilitate the counselee to find the meaning of the value of his life.

The BK teacher's expression above shows that guidance and counselling services are inseparable from character building efforts. The essence of guidance and counselling is none other than to foster and shape values, both values related to behaviour and values related to regulations. The character values emphasised by the class VIII counselling teacher include discipline. Discipline is the main key to the continuity and success of the education process. Therefore, according to Mr Suseko, the BK teacher's job is to foster student discipline. The discipline in question is learning discipline, discipline in attending school, discipline in dressing, discipline in doing worship.

According to the counselling teacher at SMP 4 Enrekang, schools have a big responsibility in helping students to succeed in learning. Therefore, the first thing that must be enforced is discipline. For this reason, schools should provide efforts to realise discipline. This is where the character guidance and counselling programme is important and necessary to help students to discipline themselves in the learning process and in turn succeed in learning.

Character or disposition is essentially a personality trait related to the consideration of prevailing normative morality values. The quality of a person's character is relatively fixed and will be reflected in the appearance of his

personality in terms of normative moral values that include emotional, intellectual, moral and spiritual aspects. Character is seen as a healthy reciprocal relationship between the self and three definite things: the external environment (other people and physical), the internal (self), and the spiritual environment (something great and eternal). Therefore, character will be integrated into behaviour, starting from intentions, thoughts, feelings, speech, and actions as a form of totality of personality.

Currently, there is an onslaught of character education as an effort to resolve the various crises that befall the nation. Character education is seen as a fundamental solution in building the nation. Character education must be taught cognitively with all its academic provisions. Character cannot be built only taught but internalised through a holistic approach.

The scope of character education covers two aspects of human beings, namely the inward and outward aspects. The inward aspect or potential aspect includes cognitive (mind), affective (heart), and psychomotor (body) aspects. The outward aspect is the human aspect in the sociocultural context in its interaction with others, including interactions in the family, school and community. Each aspect has a space that contains character education values.

The approach in character counselling service activities is carried out with several approaches. According to the counselling teacher, the personal-social guidance service approaches taken are:

a. Exemplary Approach

Exemplary pattern is one of the patterns or ways carried out by both counseling teachers and teachers in instilling character values. From a number of observations, it can be seen that the counseling teacher always tries to display behaviour that is worthy of emulation. For example, in the way he dresses, the counselling teacher is always neat and clean without any impression of luxury. When entering school, he tries to be disciplined with time. Every time he meets students he always greets them with a smile. Exemplary in fostering student learning discipline is also shown by always arriving early. If he is unable to attend or is late due to something like an official meeting and so on, he always informs his deputies.

b. Giving Advice

Giving advice by the counselling teacher is another pattern used as an approach to developing character values. Giving advice is done either routinely and planned, or individually. Routine ones, for example, are: commemorating Islamic holidays by inviting a special speaker, or on every Friday. Meanwhile, incidental advice is given at unplanned times. Usually this activity is carried out individually

c. Through Habituation

In addition to exemplification and advice, another method used by counseling teachers in student character building is through habituation in various activity programmes. In this case, students are directly involved in extracurricular activities with religious nuances, such as listening to the azan with wisdom, praying zuhur in congregation, reading and writing the Qur'an, and commemorating religious holidays. In terms of guidance in reading and writing the Qur'an, the PAI teacher makes students accustomed to memorising the recitations in prayer. Short letters in Juz Amma and daily prayers are mandatory memorisation for students. Students whose reading of the Qur'an is not good (not yet fluent) then the PAI teacher always requires them to come to the Qur'an reading and writing institution in the school.

The character building guidance and counselling service programme at SMP 4 Enrekang has four programme components namely: (a) basic guidance services or guidance curriculum services. The purpose of this service is to provide services to support the achievement of all the developmental tasks of students in their indicators through informative guidance in class or group: (b) responsive services. Basically, responsive is assistance to learners who are "urgent", experiencing a crisis, as soon as possible and require special assistance. In responsive services the counselling teacher provides services either individually or in groups: (c) individualised planning services. This service helps learners to make and implement personal, social, learning/education and career plans. The purpose of this service is to help learners understand their growth and development, make plans and implement them towards the developmental goals they want to achieve: (d) system support. This means support for counselling teachers by involving several parties related to helping guidance staff.

The guidance and counselling teacher of SMP 4 Enrekang uses these four components to build the character of students through personal-social guidance and counselling activities so that the heart, mind, body and feelings can be well integrated, and ultimately the goals of national character building, national education and the implementation of guidance and counselling can be achieved. Based on that footing, there are several core roles of Guidance and Counselling teachers in SMP 4 Enrekang in the implementation of students' character development at school, namely: (a) Guidance and counselling teachers as role models; (b) Guidance and counselling teachers as activity designers; (c) Guidance and counselling teachers as problem-solving officers; (d) Guidance and counselling teachers as consultants/mediators.

Guidance and counselling teachers at SMP 4 Enrekang have special duties in guidance and counselling related to character education. In essence, the role of counselling is to assist students in several ways, including in the learning/academic development of students, knowing themselves and the future opportunities of students, determining goals and objectives in the lives of students, and developing appropriate plans to achieve these goals, as well as overcoming students' personal problems (such as learning difficulties, relationship problems with friends, or problems with grades/achievement and problems with families that have an impact on activities at school).

## Conclusion

The conclusion that can be drawn from the discussion and analysis in the previous chapter is that the role of counselling guidance teachers in shaping the character of honesty of class VIII students of SMP 4 Enrekang through personal-social guidance is carried out through an exemplary approach, a habituation approach to each extracurricular activity, which aims to shape the character of students. The character values resulting from the objectives, materials, strategies, approaches and methods carried out by the 8th grade counseling teacher include several important points, namely

First, students' attitudes and behaviour towards God show a change in behaviour that begins to grow in students, which is manifested by their obedience and belief in Allah SWT. This obedience can be seen from the awareness of students in their daily lives who are disciplined, honest, responsible and cooperative. Second, students' attitudes and behaviour towards fellow human beings appear to be quite polite and courteous, honest, loyal friends,

forgiving, and have quite high discipline and good character.

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