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The Role of Guidance and Counseling in Character Education

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Abstract— Character education is now a necessity for students. The character characteristics in question are the character values of *sholeh* and *sholekha*, the value of the Pancasila character, and the character values contained in the objectives of national education. Student character education through guidance and counseling services can be done through two strategies, namely through basic services and responsive services. Basic services are services provided to all students to achieve an optimal self-development process through activities that prepare for classically structured experiences or groups that are systematically presented. Basic services are designed to internalize and develop character values in students and can help prevent behaviors that deviate from character values. Guidance and counseling teachers are required to be creative in designing innovative and diverse basic services.

Keywords— *character education, guidance and counseling, basic services, responsive services.*

I. INTRODUCTION

Every human being at birth is holy or clean, and basically has the potential or drive to always behave in accordance with the whisper of conscience. Innate aspects can develop dynamically, responsive to the influence of the surrounding environment, including the influence of the education it receives. Learning experiences obtained will affect the development of the potential of students and the creation of behavioral habits in daily life.

Various surveys were carried out to see a picture of thinking and feeling that led to the violent behavior of students that occurred in the Indonesian education sector. A survey conducted by NGO Plan International and the International Center for Research on Women (ICRW) in 2015 stated that 84% of children in Indonesia experienced violence in schools. This figure is higher than the trend in Asia, compared to Vietnam 79%, Nepal 79%, Cambodia 73% and Pakistan 43%.

In the same focus, a survey conducted by KPAI (National Commission for the Protection of Children and Women) released the number of cases of child abuse in schools throughout 2011-2016 experiencing a significant increase. Among them, in 2011 a total of 276 cases, in 2012 a total of 552 cases, in 2013 decreased 372 cases, in 2014 increased to 461 cases, in 2015 it increased again to 560 cases and finally in 2016 it increased to 580 cases. Furthermore, based on the National School Development Consortium study in 2017, it states that almost every school has a case of violence, thus making Indonesia an emergency

bullying country (Kompas, Sunday, August 13, 2017). Furthermore, as published in Kompas daily news on April 26, 2018, vocational students in Sukabumi were hacked and died, the murder showed that the functioning aspects of thought and taste were not functioning.

The series of cases described above are only a handful of reality forms from the manifestation of the students' ability to process intention. Then in the next few years, Indonesian education will certainly face a variety of challenges in the process of shaping the behavior of learners who are characterized by values of life that are maladaptive. Characteristic behavior in students requires the ability to process aspects of copyright, taste and intention in a balanced and optimal way. Ideally, the development of copyright aspects optimally and also the development of aspects of taste and intention can be followed to make students achieve a healthy life. The ability to think highly but feel less developed aspects will tend to be idealistic but selfish learners. To be able to achieve harmony, balance and wholeness in the development of aspects of creativity, taste and intention requires education (educating, teaching, guiding and training), guidance and counseling, training and environmental support.

Understanding and practicing in full awareness and can become healthy, productive, creative and innovative and religious habits based on life norms imposed on students requiring educational services (educating, teaching, guiding and training), guidance and counseling and regular training and support for a conducive environment. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state [1]. While guidance and counseling as an integral part of education is an effort to facilitate and make students independent in order to achieve full and optimal development.

Guidance and Counseling Services are systematic, objective, logical, and ongoing efforts that are carried out by the counselor or teacher of Guidance and Counseling to facilitate the development of students / counselees to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realize responsible yourself so as to achieve happiness and prosperity in his life [2].

The context of Guidance and Counseling services that are integrated in school programs, has many strategic roles that are practical for designing activities to improve the affective domain of students including self-character. Guidance and Counseling Services have a specific aspect of understanding students in depth to determine the types of needs and problems that are relevant need to be followed up as a service of school education activities. In practical terms, the Guidance and Counseling services have different goals and domains for each school according to the types of needs and problems that exist. This is in accordance with the Regulation of the Minister of Education Regulation 111 of 2014 concerning Guidance and Counseling. The candy emphasizes that practical guidance and counseling has a strategic role to plan, arrange, implement and evaluate programs to improve the affective domain of students, which contains character values. Government policies on character education are outlined in Permendikbud No. 20/2018 concerning Strengthening Character Education in formal education units and Presidential Regulation No. 87/2017 of Strengthening Character Education.

II. METHODS

The purpose of this study is to describe the role of guidance and counseling in the character education of students. The type of this research is the study of literature. The literature study method is a series of activities relating to the method of collecting library data, reading and recording, and studying research material. The study of literature was carried out by each researcher with the main objective of finding a foundation/foundation to obtain and build a theoretical foundation, framework of thinking, and determine provisional estimates or also called hypotheses. So that researchers can group, allocate, organize, and use library variations in their fields.

III. RESULT AND DISCUSSION

Naturally, the word character comes from the Greek "charassain" or "to mark" which means to carve, mark and focus on how to apply the value of goodness in the form of action and behavior [3]. While based on the Big Indonesian Dictionary (KBB) character is character, habit, portrayal of mental characteristics or character which can be used as a basis for differences with others [1].

Character is the value of human behavior, both related to God, self, others, and the environment. Character is closely related to knowledge about morals, moral feelings, and moral behavior and habits. Knowledge about good influences the intention to do good and to do good deeds too. The habit of doing good deeds based on healthy thoughts and feelings influences comfort in life, and vice versa.

For example, students beat up teachers until the teacher died, sadistic murders committed by youths, robberies committed by a group of youth and adults, stabbing committed by a group of youths, corruption committed by state officials and the adoption of state regulation policies that erroneously constitute an act or behavior immoral and unsettling society. Habits in life that are praiseworthy are closely related to the knowledge of

goodness, give rise to intentions of goodness, and do good for oneself and others. Conversely, bad or bad character is closely related to bad habits in life that can harm or misery for others or yourself.

The character of each individual has an influence on the activities of daily life both to oneself, the environment, the nation and country. Forming characters requires a fairly long process and many factors affect. Each factor has an influence on the formation of individual characters with their respective portions. Characteristics that are intended are many kinds of reviews and formations. In an effort to obtain a picture of the character that is expected to have a positive impact on the progress and development of the nation and state, will be presented the character of individuals who are pious, sholekhah, national education goals, and the character of Pancasila. If every individual has understood, possessed, lived and practiced these characteristics, the life of the nation and state society that is safe, peaceful, peaceful, happy, prosperous and safe.

If the formulation of educational goals as stated in Law No. 20 of 2003 concerning the National Education System has been understood, owned and lived and applied in life so that the Indonesian nation and state will advance and develop and be dignified. If the values contained in the five precepts of Pancasila are understood, owned and lived and applied in life, the Indonesian nation and state will become safe, secure, just and prosperous. The integration of the formulation of character characteristics for each individual is very beautiful and ideal and interrelated. National policies in the administration of education have an effect on the attainment of these character formulations. Components related to the administration of education in the education unit include management and supervision, subject learning and guidance and counseling. Guidance and counseling as one component in the administration of education aims to help the achievement of educational goals. The application of the nature and function, components and fields of service as well as guidance and counseling service strategies contribute to the achievement of the individual character desired by the Indonesian nation and state.

A. Character Education in Pancasila Value Items

Pancasila as a source of positive law is designed to be the philosophy of life of the Indonesian people. Pancasila is not only the ideology of the nation, but also a view of life in the life of the nation and state. The values contained in each of the true precepts, if they have been understood, interpreted, and applied in life, the Indonesian nation and state will become safe, secure, just and prosperous. The diversity of the philosophical values of the Indonesian people, which are united in five precepts, is a basic capital that is very relevant in character education.

The first precept is a representation of the values of tolerance between religious communities and also a symbol that religion must be the main basis for each individual. The second precept illustrates the character of Indonesian society which has etiquette and justice. The third precept contains ideals of conflict avoidance and national unity, both physically, socially, morally and ideologically. The fourth precept is illustrated in everyday life to live democratically

and respect the opinions of others. The fifth precept is based on a basic affective sensitivity in terms of social relations with the wider community. Implementation of character values contained in the Pancasila precepts to become a character is important in the lives of Indonesian people, especially the young generation of the nation. The noble values in Pancasila that have been formulated into 36 or 45 items have been taught to be understood and lived in the life of the nation and state.

B. Character Education in Sholeh and Solekhah Context

The person who is "pious" and "pious" is a characteristic that is the goal of Indonesian people in relation to God Almighty. The word sholeh refers to men, while sholekhah refers to women. Sholeh's own definition according to KBBI is a man who is obedient and truly performs worship [4]. A person who is characterized by pious and sholekhah is always subject to the commands of his Lord and away from all His prohibitions. The person who is pious will bring the values of religiosity in accordance with the religion he embraces in everyday life in a firm and consistent manner.

If every individual has understood, possessed, lived and practiced the character of sholeh and sholekhah then life in a safe and secure society will be achieved. School counselors are in a special position to help young people / students make their own choices about the depth of their religion [5]. Each person will always remember his Lord in every action, that every action will have positive and negative sides along with the benefits and consequences. A pious person is expected to easily fend off when there is a threat from the environment that has the potential to change his character, due to having God as a protector and moral system. The ability to overcome problems will also be more effective with the awareness to not easily give up. Furthermore, the person who is pious and pious is mentioned even though it is still implicit in the first principle of the Pancasila, the Godhead.

C. Character Education Based on Law on National Education System No. 20 of 2003

The values which are the ideals of national education are listed in Article 1 of Law Number 20 Year 2003 concerning the National Education System [1]. The article explains that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation and country. Education as a conscious and planned effort means that education is intentional and carried out through a series of structured and systematic learning activities. The atmosphere that is built is not only related to the transfer of knowledge (transfer of knowledge) but also the transfer of value which is the spirit of national education as an effort to humanize humans.

Humans have at least two basic motivations namely the urge to engage vertically or horizontally, as well as students. Vertical relationships can be interpreted that humans need relationships that involve the God dimension.

The implication is for guidance and counseling, then in helping develop students' potential. Guidance and counseling teachers/counselors need to cultivate religious spiritual strength that will underlie every student's behavior. Spiritual religion does not only talk about the practice of worship or ritual. Religious spirituality means that students consider all their actions according to good and bad according to the teachings of the religion they hold.

The horizontal aspect of relationships is the urge of humans to relate to each other. This impulse then becomes the reason humans are called social beings. Relationships with others are realized through interactions with fellow human beings to achieve happiness in the world. Related to their interactions with fellow humans, students still consider religious values so that the balance of world life and the hereafter will be achieved.

Spiritual strength possessed by students also becomes the basis for their lives to develop self-control. Internalization of spiritual values becomes a consideration for students to do or choose not to do something. Self-control means that students conduct cognitive evaluations of choices, students who have the power to control themselves will have inner-control so that they are able to make wiser choices. Wise choice means that students conduct a choice analysis and evaluate their actions based on consideration of religious rules.

The purpose of national education in addition to helping students optimize their potential to have spiritual strength, and self-control also helps students to grow as strong individuals. Spiritual strength and self-control then contribute to the formation of a person who has a strong personality. Learners' personalities develop through the educational situation in general, and guidance and counseling services that are independent in particular. Then the role of guidance and counseling is also directed to be able to facilitate the ease of achieving the ideals of national education.

Furthermore, the goal of national education to be achieved through structured and systematic educational activities is the effort to develop students' self-potential in order to have intelligence that is useful for themselves, the nation and the state. The intelligence possessed by students is used wisely according to religious rules. This is because education is not intended to create robots of knowledge alone, but to realize complete human beings. Whole human refers to the optimal functioning of the learner's creativity, taste and intention based on consideration of the values of the foundation of life.

Drives a person in good deeds (act morality), three other aspects of character must be seen, namely competence, will, and habit. Lickona [6] argues that "... education has had two great goals: to help young people become smart and to help them become good". Being a smart person and being a good person is not the same. Character education has a higher meaning than moral education, not just teaching right and wrong, but rather inculcating habits about good things so that students become understand (cognitive domain) about which is good and wrong, able to feel (affective domain) the value good and used to do it (domain behavior).

Conducting character education requires a personal and group approach to a variety of strategies for guidance and counseling services. Teacher guidance and counseling must provide a good balance of attention to all students, develop profound empathic skills and understanding, intervene and place high expectations for positive behavior change in each student [7].

Guidance and counseling in schools has a role to facilitate students in their efforts to achieve developmental tasks and develop optimal potential in all aspects of development involving physical, emotional, intellectual, social, and moral-spiritual aspects. Comprehensive guidance and counseling services are applied through various components, including basic services, responsive services, individual planning, and system support [8].

D. Guidance and Counseling Service Strategies for Student Character Education

Guidance and counseling service strategies for character education can be carried out through basic services and responsive services. Basic guidance services are services provided to all students in order to achieve the process of self-development optimally through activities that prepare classically structured experiences or groups that are systematically presented. This service aims to internalize and develop students' character values and can prevent behaviors that are not in accordance with character values. The introduction, internalization and character development through basic services are directed at the development of the values of sholeh or sholekah, the values of Pancasila characters, and the values of characters in accordance with the objectives of national education which are aligned with the needs of students and the challenges of the modern world. The introduction, internalization and character development are carried out comprehensively by involving all components in the school.

The success of good basic service management will have a positive influence on the development of students and have an influence on positive changes in the school environment, especially related to character. Basic services provide opportunities for guidance and counseling teachers to provide guidance and counseling teachers the opportunity to better understand the characteristics of each student they are able to so that they can build an initial relationship if students need further services. Strategies for implementing basic guidance services can be implemented through cross-class guidance, classical guidance and group guidance. Guidance and counseling teachers are required to be creative in being able to design cross-class, classical and innovative group guidance and group guidance. Cross-class tutoring services, classical guidance and varied group guidance will build classroom atmosphere and service processes that are fun, interesting and arouse students' emotions.

The following are various alternative methods that can be used by guidance and counseling teachers [9] including lecture plus methods, group discussion, role playing, sociodrama, psychodrama, mind mapping, jigsaw and problem-based learning methods. Basic services are designed to prevent and anticipate various possibilities of the emergence and emergence of behavior that is contrary to

the value of character (sholeh/sholekah, Pancasila and character values contained in national education goals), basic services carry out a development function that facilitates the development of students' character values (sholeh/sholekah, Pancasila and character values contained in national education goals), and basic services help students to maintain positive behavior and character values (sholeh/sholekah, Pancasila and character values contained in national education goals) that are inherent in themselves.

Responsive services aim to help students or counsees who are experiencing certain problems relating to personal, social, learning, and career development. The assistance provided is immediate, because it is feared that it could hamper her development and continue to a more serious level. Counselors or Guidance and Counseling Teachers should help students or counsees to understand the nature and scope of the problem, explore and determine the best alternative problem solving through a unique interaction process. As a result of this service, students or counsees are expected to experience changes in mind, feeling, will, or behavior related personal, social, learning, and career development. Responsive service strategies include individual counseling, group counseling, consultation, collaboration, home visits and referral cases. Guidance and counseling teachers are required to master and be able to use counseling skills and approaches in accordance with the problems faced by the counsee. The use of appropriate counseling skills and approaches will make the implementation of counseling more targeted because it has a clear basis.

The process of individual counseling and group counseling, often in opening the counsee/student's thinking, the counselor uses the holy verses as a foundation. The process of brainstorming on the counsee's problem can also be interleaved with the values of religiosity. This form of activity will indirectly foster understanding, internalization and closeness between students and the religion they hold. The constructs of the character building of students need to be strengthened with religious values to form personal character sholeh and sholekah and be able to prevent and display wise behavior when situations that threaten self-character appear.

In line with the application to individual and group counseling, consultation is the provision of advice, input and advice given by counselors to those who need it such as parents, educators, and other parties. Giving advice is related to the problems being faced by students and in the context of forming an atmosphere that supports the development of character in students. As a party whose professionalism is recognized, the counselor can provide constructive, systematic and scientific suggestions to help the parties deal with the problem. Wise discourse and incorporate the values of Pancasila character, in accordance with the objectives of national education, and encourage students to become individuals with sholeh-sholekah character in accordance with the knowledge mastered. Counselors can also provide recommendations for the implementation of activities that can later be done by students so that the problem can be addressed while character values can be well embedded. In-depth analysis

and discussion is needed to achieve a comprehensive understanding of the counselor and lead to the provision of appropriate recommendations. Regarding the transfer of cases, the counselor needs to ensure that the party given the trust to help the counselee has professionalism in his field. In addition, counselors can communicate with authorized parties in order to include the character value element in the service with counselees/students.

VI. CONCLUSION

Students (humans) have innate potential and develop through education, guidance and counseling, training and environmental influences. In students themselves consists of elements of soul and body, creativity-sense-intention, as individual and social beings, and as living in the world and the hereafter. are individual and social creatures, each of which has creativity, taste, and intention. These elements are a unity and/or interrelated and are expected to develop optimally. harmonious, harmonious and balanced and intact. In an effort to achieve this development requires education, guidance and counseling, training and a conducive environment.

Character education is very important for students because they will become the successors of the nation and state. As the successor of the nation, it is hoped that students can develop commendable habits and behavior in line with religious, cultural and national character values. The intended character characteristics are the values of sholeh and sholekhah, the values of the Pancasila characters and the values of the characters contained in the goals of national education.

Guidance and counseling as an integral component in education have an important role in facilitating the development of learners' potentials in an optimal, harmonious, and balanced manner. The harmonious, harmonious, and balanced development means that students can behave in accordance with the demands of the developmental tasks and standards of student independence at every level of the education unit. In addition, harmonious, harmonious, and balanced also refers to the development of students to achieve the goal of happiness in life in the world and the hereafter.

Character education of students through guidance and counseling services can be done through two strategies, namely through basic services and responsive services. First, basic services as a process of providing assistance to all students through the preparation of structured experience in a classically classic or group that is presented systematically in order to develop long-term behavior according to the

stages and tasks of student development. Basic services are prevention, development and maintenance. Second, responsive services as an effort to provide assistance to students / counselees who face problems and need immediate help, so that students or counselees do not experience obstacles in the process of achieving their development tasks. Responsive services are curative or improve student behavior that is not in accordance with the values of sholeh or sholekhah, Pancasila, and character values contained in national education goals.

To achieve the goal of character education, the implementation of guidance and counseling services must be carried out by professionals who have academic qualifications and academic competencies and professional competencies as stipulated in Permendiknas Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies, and Permendikbud No.111/2014 concerning Guidance and Counseling in Basic Education and Secondary Education [2] namely Bachelor of Education (S-1) in guidance and counseling and has passed the professional education of guidance and counseling teachers (PPGB/K).

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