

# Spectrum of Guidance and Counseling Services Implementation in Strengthening Character in Junior High School

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**Abstract:** This study aimed to describe the implementation of Guidance and Counseling (GC) services in strengthening the character of students in the Bruder Junior High School of Pontianak. This research used a qualitative approach with a case study design. In this study, data were collected using three methods, namely interview, observation, and documentation techniques. The primary informants in the interview were principal, vice-principal for student affairs, vice-principal for curriculum, homeroom teacher, counseling teacher, and Junior High School students. Data analysis and data reduction were grouped according to indicators and research focus. The results of the study showed that the implementation of GC services in Bruder Junior High School was running according to the vision and mission of Bruder Junior High School in strengthening the character of students. From the results of the study, it is suggested that junior high school leaders can develop a collaborative character education system between GC teachers, vice-principal for student and curriculum affairs, parents, and students.

**Keywords:** implementation spectrum, GC services, strengthening character education

## 1. INTRODUCTION

Character is very significant for a nation because it is self-identity. Character education is learning designed to educate and assist students in developing ethical values and virtuous behavior. Character education means an effort made by school personnel, even conducted together with parents and community members, to help children and adolescents to have a caring, opinionated, and responsible nature (Elkind & Sweet, 2004; Shields, 2015).

Furthermore, Lickona (2009) emphasized the importance of good character developed with three components (components of good character), namely, moral knowing or moral knowledge, moral feeling, or feeling about moral and moral action. These three components need to be considered in character education, so that students can realize, understand, feel, and practice the value of virtue in daily life entirety and comprehensively.

Character education can provide the information and skills needed by adolescents to the nation to become ethical, virtuous people who have feelings and behave well Fertman et al. (2015); Scaeffler (2015). Formation of character begins with oneself that has been imaged from God, then forms identity and behavior. In the process,

nature is strongly influenced by environmental conditions so that the environment has a significant role in building one's character. Therefore, schools, as part of the environment, have an essential role. Due to the importance of character education, Bruder Junior High School of Pontianak arranges a vision and mission referring to the strengthening of character so that all citizens in the community are expected to have good character or habits.

School leaders cannot be alone in building individuals who have a character in the community at school and outside of school. They should cooperate with all parties so that the program can be realized. In this case, Guidance and Counseling (GC) service delivery is no less important than the program of character building. Guidance and counseling teachers in providing services need to lead to the building and reinforcement of students' positive character. To strengthen students' characters to be a dignified person, teachers should be intensive in providing services.

Basically, the GC service focuses on developing students' comprehensive positive characters and values. Positive character development is urgent and immediate, because if it is not, then Junior High School students might behave in a deviant manner. Moreover, Junior High Schools are also a transition period from childhood to early

adolescence, in general. At this time, there is turmoil in their thoughts, attitudes, and behavior. Therefore, character education that is preventive, remedial, or curative, as well as developing, is very appropriate.

The accuracy of service delivery as a profession is the responsibility of the GC teacher. The service provision that is on target in enhancing both various academic and non-academic aspects of students, has been done and researched by several previous researchers such as Bolu-Steve & Oredugba, (2017), Holland (2015), Mau, Li & Hoetmer (2016), Nduta & Gichuho (2015), Onyango, Petra & Jasna (2017), and Salgong, Ngumi & Cege (2016). From those studies, GC services are very significant.

The provision of guidance and counseling services in building character can achieve educational goals as stated in Law No. 20 of 2003 Chapter II Article 3: "National Education functions to develop capabilities and build the character and civilization of a dignified nation in the context of educating the life of the nation, aims to develop students' potential to be human beings who believe in and devote to God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. " The purpose of education shows that students' characters is expected to be built through education.

Through education, the students' character gets the primary attention because nowadays, the wave of globalization cannot be denied anymore. The current of globalization makes morality loose, where something that was once taboo is now commonplace. Students' visible characters turn into fragile, easily hit by the waves and fall into the western cultural trends that lull the students. Moral, cultural, national, and struggle principles are missing from the students' characteristics. Therefore, moral decadence occurs, and national activity, creativity, and productivity diminish.

To prevent moral decadence from being too undermined by this globalization era, the implementation of character education in Junior High School requires approaches and strategies that are appropriate to the character of Indonesian learning, especially in accordance with the development of middle school students. One approach that needs to be applied in the success of character development in Junior High School is the provision of humanizing GC services.

This program can be carried out by inviting successful alumni so that they can set an example through cinema counseling, biblio-counseling, conducting visits, or comparative studies to schools considered successful in providing counseling services in character building. The presence of such activities is expected to inspire the concerned Junior High School and inspire other schools to do so to implement GC services in more advanced and undoubtedly comprehensive.

From the aspect of theoretical study, strengthening the character of GC services has a strategic and primary role, because these services can be realized through the

meaning of the nature of services and the realization of GC programs and services. The nature of GC service delivery is a process of assistance provided to individuals systematically and continuously by an expert who has received special training, so that the assisted individuals can understand themselves and their environment, direct themselves, adjust themselves, and develop their potential optimally, in accordance with values embraced, to realize the self and society welfare (Gysbers & Henderson, 1997). From this definition, it can be interpreted that the guidance actually helps students to know and understand themselves and the surrounding environment, direct themselves, adjust themselves, develop positive assets owned, and independently plan for the future to achieve the goals of their lives more meaningful.

To achieve the full life goals, GC must clearly have a work program, namely a function of prevention, development, and alleviation. These three functions can be realized through the structure of the program and GC services. The service is in the form of facilitating the development of the counselee's potential to further develop to the maximum, aspects developed include personal, social, learning, and career. The development of these four aspects is included in the paradigm so that the development has direct implications on the implementation of the GC program. By this paradigm change, the GC approach was initially and traditionally oriented, remediating, clinical, and centered on the counselor, eventually turning to an approach oriented towards development and prevention.

By the shift in approach to development and prevention, GC services are increasingly apparent in direction. This case is in accordance with GC services developed according to human nature as creatures with biological, psychological, social, and spiritual dimensions (ABKIN, 2007). The development of GC services, according to their nature, can be realized according to the nature and function of GC services that are according to students' needs. To meet the students' needs, there are four service program components, namely basic service, responsive service, individual planning, and system support.

The group approach includes group counseling, group guidance, and classical guidance. Individual approach is in the form of individual counseling and consultation. Counseling activities tend to be curative and become part of the responsive service component, while group guidance and classical guidance are more preventative and developmental and are part of the preventative and development services.

The four GC services are principally implemented collaboratively with other school components. Thus, this study aimed to describe and understand the spectrum of GC service implementation in strengthening character education in Bruder Junior High School of Pontianak. This research setting is a Junior High School that has long been established and is well known for its disciplinary character.

## 2. METHOD

In research, researchers used a qualitative approach with case study design. This approach was chosen in order data collection, and data review and spectrum of GC service implementation in strengthening character could be carried out well through in-depth studies (Bogdan & Biklen, 1989). The subject in this study was the Bruder Junior High School in Pontianak city managed by the Bruder Foundation. This Junior High School is on A.R. Hakim Street, No 92, Darat Sekip. Pontianak District, Pontianak City, West Kalimantan, Code of 78243. This school is located in an area of 30605 m<sup>2</sup>. NPSN of Bruder Junior High School number 30105227, SK Establishment 229/RG/77-202/1-77.

SK operational permit Number 6084 /i.14 /i / 1991, accredited "A". The vision is "To be a community of educators who are loyal to the intelligence of young people based on Pancasila and the 1945 Constitution and Christian Values. Furthermore, the missions are: (1) building students who are pious and have character; (2) optimizing students who excel in science and technology, arts and culture, and sports; (3) creating an atmosphere of learning, active, innovative, creative and fun; (4) creating harmony in cultural diversity; and (5) improving the spirit of togetherness to build a green environment. The motto of the Bruder Junior High School is striving in love to reach good achievements.

Data collection in this research was in the form of exposure and description of the concept and process of strengthening the character and providing GC services. The data were collected through in-depth interview techniques, non-participatory observation, and documentation. The researcher attended the school several times to conduct in-depth interviews and observe various types of activities of strengthening character in Bruder Junior High School of Pontianak. The primary informants interviewed were the school principal, vice-principal for curriculum affairs, vice-principal for student affairs, Guidance and Counseling teacher, homeroom teacher, subject teachers, and Junior High School students. The data analysis and data reduction were undertaken by classification according to research objectives of Bogdan (Bogdan & Biklen, 1989; Spradley, 2016)

## 3. RESULTS

In strengthening character education in Bruder Junior High School of Pontianak, comprehensive collaboration and commitment from all parties are needed through structuring the curriculum, developing school programs, as well as enforcing consistent and strict discipline. The character education program is carried out continuously and collaboratively since students enter the school, during the learning process, extracurricular activities, and activities outside of school. In general, the school is responsible for the implementation of character education in schools. Meanwhile, parents' role as school

partners is responsible for children at home. The school parties actively involved were the school principal, vice-principal for student affairs vice principal for curriculum, homeroom teachers, and GC teachers. The implementation of GC services and activities carried out by GC teachers is a reflection of GC services.

In providing GC services, the principal becomes the director and person in charge of all education and learning activities in schools. The school gives authority to the student affairs team such as the vice principal for student affairs assisted by the head of disciplinary, the vice-principal for curriculum affairs assisted by a team of teachers developing the central curriculum and combining with the school's vision and mission, the homeroom teachers, and the GC teachers as the leading implementer in strengthening character education. All of these essential elements provide reinforcement of character education, accompany and monitor students' activities, both inside and outside the school. Parents and guardians of students become companions and models of character behavior for students outside of school.

According to observations at Bruder Junior High School of Pontianak, character education in school activities is carried out on Monday through Friday. Learning from Monday to Thursday, the learning starts from 06.45 a.m until 01:35 p.m. On Friday, the learning begins from 06.45 to 11.30 a.m. As usual, learning on Monday begins with the flag ceremony; students are trained to keep their stamina fit for five days of learning. Students who lately come to the ceremony will be penalized by being warned not to repeat their actions like that. Likewise, students who do not accomplish homework or are late for class will be given sanctions in the form of sweeping, mopping, working on questions, and then answered by themselves and told to summarize, depending on the severity of violations. However, only a few students of Bruder Junior High School, who violated the disciplinary.

Most students are accustomed to being disciplined. In daily activities, the homeroom teacher plays a lot of roles directly. The homeroom teacher has the task of strengthening students' understanding and attitudes towards the habit of behaving in a disciplined manner, as well as being a companion and supervisor of the implementation of character education in the classroom, at school, and outside school. Every day, at the beginning of the learning activities, the homeroom teacher conducts character building and Christian prayers, then continued with learning. The character building includes verification of absence and identifying information about students' needs, especially regarding learning problems. Furthermore, the homeroom teachers always communicate with the vice-principal for discipline affairs and students' parents to monitor the development of students' character. The homeroom teachers also coordinate and collaborate with the GC teacher in assisting and guiding students having problems.

Some learning was conducted inside and outside the classroom. Outside the classroom, it seemed that students sit in the schoolyard cooperating in doing practical assignments from the science teacher, and other classes were also working on art practices. When working on the group assignments, the students were friendly and polite, smiled at the researchers, and had a little conversation. This phenomenon means the character of respecting each other; their cooperation in completing the task is the realization of strengthening the character.

During break time, some students of Bruder Junior High School brought food and drinks from home, but some others bought food and drinks in the school canteen. The habit of carrying lunch from home means that the character education of saving has been implemented. At school, hygienic food and beverage sales are available; the boxes in which the money is put down is also provided when the canteen guards were not present. Thus, students were taught to have honest character.

In break time, they ate a lot in the broad school hallways; students sit together, and there were also who were eating in a circular together while chatting. From the eating together activity, it can be seen the character of togetherness by not distinguishing social status among students; they looked close to each other. Dustbins are placed everywhere in the hope that students can dispose of garbage after eating and drinking. Therefore, the application of a clean and healthy living character is realized. The school is very clean and green; this condition is in accordance with the mission of the school. Character building in Bruder Junior High School was carried out during and outside the teaching and learning process.

Furthermore, other duties of other GC teachers in administering GC services in the form of character reinforcement in the Junior High School could be seen when the school admitted new students; when the new students had been declared accepted. Guidance and counseling provided orientation services to the new students with other rules and regulations. Providing GC services for students having problems, as well as preparing the quality of graduates, are to enable the students to continue their study to Senior High Schools they aspire. In assisting students' character, the GC teachers partner with the homeroom teacher.

The GC teachers must always be ready to receive outsourcing or referrals from the homeroom teachers every day. In accordance with work procedures, the homeroom teachers must follow up on the students' problems found. Homeroom teachers will record students' problem data and communicate it with the GC teacher. The GC teachers follow up with individual counseling services, group counseling, classical guidance, and group guidance. Indeed, the GC teachers in Bruder Junior High School do not have a specific schedule to enter classes routinely. Still, they can enter class to provide classical services or group guidance when the subject teacher cannot attend the class to teach.

In implementing GC services, GC Teachers collaborated with all school teams in evaluation through daily, weekly, and monthly meetings. The meeting was held among the GC teachers. There was also a meeting conducted with the homeroom teachers, the vice homeroom teachers for student affairs, all depending on needs. If there is a student found to violate the regulation, the GC teachers, together with the homeroom teachers and the vice principal in the disciplinary field, would deep the case by interviewing students to determine the state of the violation. Likewise, at the end of the semester, it was found students were incomplete in the subject, so the GC teacher collaborated with the subject teacher and homeroom teacher to hold a meeting to discuss the students' problems. Then, the meeting could be continued with individual counseling, all depending on the students' problems and the handler. In the context of the school, it was determined that GC teachers could not defend students but were required to follow rules of discipline. When students commit violations, the rules must still be enforced. Students must receive punishment for their actions.

#### **4. DISCUSSION**

The research results explained before emphasizes that the GC teachers in Bruder Junior High School play a role in organizing GC service implementation and accompanying students collaboratively with the homeroom teachers and vice-principal for student affairs. From the views of Gysberk & Hadersen (2001), then all services performed by GC teachers in Bruder Junior High School are orientation services that fulfill the preventive function or the prevention of negative behavior, the developmental function or the development of students' positive characters and the function of alleviating problems. Prevention and development functions are applied through the inculcation of values to the students oriented to prevent the emergence of negative behavior.

To prevent negative behavior, the provision of services by GC teachers in strengthening character in schools becomes more intensive because the GC teachers work intensively and collaboratively with all components of the school, especially with the homeroom teachers. The support of top school leaders is very crucial. By collaborative work and togetherness, the success of the GC program will be realized. Collaborative performance indeed continues to be carried out so that the implementation of GC services is carried out well, comprehensively, effectively, and supports the achievement of the students' positive character and behavior building (Gysberk & Hendersen., 2001; Ryan, K., & Bohlin, K.E; 1999).

In organizing GC services, a study in Kenya showed that the presence and existence of GC had a significant influence in developing disciplinary and positive behavior of students in secondary schools (Onyoko et al., 2018). The role of BK in schools is so significant that when the

provision of GC services deteriorates, efforts to develop students' positive behavior and discipline are not carried out well (Salgong et al., 2016). Thus, the presence and existence of GC are very urgent in preventing students' negative behavior. Similarly, other researchers also stated that the improvement of disciplinary behavior in an educational institution would experience obstacles when the implementation of GC services was not optimal, and collaborative efforts of GC with other education managers were not well established (Nduta & Gichuho, 2014). From the perspective of some studies explained above and the results of the study conducted by Salgong et al., (2016), the Bruder Junior High School has carried out right effort by occupying and positioning the GC in accordance with the implementation of the GC services through collaborative performance with school elements.

Through collaborative performance, the GC teachers have a significant role in developing students' positive behavior through guidance and providing positive expectations. (Want et al., 2016). Placement of position and the provision of services provided by the GC teachers as positive reinforcement providers can be viewed through the character education system at Bruder Junior High School, where GC teachers through their intervention in counseling assist the process of disciplining students who must accept the consequences when committing an offense. Regarding the provision of GC services in the education system, Bolu-Steve & Oredugba (2017) stated that GC has a significant role in achieving academic success and psychosocial abilities.

From the view of those researchers, the GC team in Bruder Junior High School has attempted to carry out its service delivery in supporting students to achieve academic success, especially in preparing themselves for further education. The students of Junior High School are always motivated to study hard so that when they continue their studies in secondary school, they can quickly enter the school in accordance with their ideals. Likewise, with the preparation to enter the workforce, even though the students are still in Junior High School, they are always given information services, group guidance, classical services about the world of work. By giving this information, since, in the Junior High School, the students can prepare an education suitable for the world of work in the present 4.0 days, so that the use of their expertise is timeless.

To develop the students' positive character, schools in Kenya revealed that students in Kenya needed the implementation of GC services. (Kimotho et al., 2011). By viewing the research results above, students much missed their GC teachers in organizing GC Services that lead to changes in students' attitudes and behaviors. Good GC teachers will get a warm acceptance from their students so that the GC teachers can create students' trust with their counselors (Holland, 2015). The same thing was confirmed by research conducted by Kimotho et al. (2011), Dishon et al. (2017), reporting that the implementation of GC

services has an important role in achieving the goals of character education. Holland's research (2015) indicated that in carrying out the role of GC service providers, GC teachers need to form and maintain students' trust. The study results in the MM200 Industrial Partners Vocational School showed a similar trend, where GC teachers have an essential role in building the students' positive character while at the same time being able to create students' trust so that students always overload the counseling services provided by GC teachers of SMK MM2100 (Muslihati, 2019). The same thing was also found in Bruder Junior High School of Pontianak. The results of this study revealed that the implementation of GC teacher services in building positive characters could be seen in terms of discipline and being decisive in acting but friendly. By such characters, students felt comfortable and safe when they were together with GC teachers because the GC teachers' characters were pleasing students; they were not afraid.

To become a GC teacher who is a role model for students, guiding and assisting students in strengthening characters are not only the responsibility of the GC services, but the responsibility must be carried out collaboratively. This case confirms that the implementation of GC services must be developed by involving the role of all school components, including principals, teachers, and parents (Gysbers & Handerson, 2014). Intensive joint management is one of the critical issues that need to be considered by the development and implementation of the GC program in schools. Referring to the opinion of Gysbers & Henderson, it can be understood that Bruder Junior High School has adopted the work pattern, and such a work pattern makes this school is seen as successful in building students' positive characters.

Collaborative performance is very much needed in the success of the GC Program (Epstein & Van Voorhis, 2010). In accordance with the vision, mission, and motto of Bruder Junior High School in developing communication, related to character education, GC teachers are actively involved and cooperative in strengthening character through collaboration with subject teachers and parents. This case is an encouraging answer from the findings of Gregorcic-Mrvar & Mazgon (2017), who examined a number of problematic GC teachers in Slovenia that collaborated with parents and various communities. This research result showed that the full support of the school, GC teachers could develop collaborative relationships with parents and partner institutions to develop students' positive character. This collaborative performance is one of the keys to school success in implementing the vision and mission of the institution.

Guidance and counseling teachers should work adequately and accountably so that the process and results of their service can be acknowledged by various related parties (Ruff, 2011). The services provided by the GC teachers are a realization of the GC teachers' accountable

role in developing the psychosocial aspects of students. This perspective is very appropriate since the GC teachers in Junior High Schools assist students through the provision of GC services so that they can determine their attitude in acting, socialize, manage their learning time, make their career plans, and provide psychological reinforcement when students undergo the consequences of their behavior.

The implementation of GC services in strengthening character in Bruder Junior High School of Pontianak is inseparable from school management policies. This case is because organizational atmosphere support is one of the determinants of excellent GC performance. The good organizational atmosphere is very supportive of GC performance, considering that GC teachers need assistance so that they feel confident or have good self-efficacy in working and serving students' needs (Haron, Jaafar, & Baba, 2010). In terms of performance, the character education implemented in Bruder Junior High School of Pontianak can be categorized as a combined character education model. In this model, the character education model is integrated with the field of study and the character education model outside the home.

The findings of successful GC service implementation in Bruder Junior High School of Pontianak have been presented. However, behind the realization of the GC service implementation, there are some shortcomings and limitations, such as lack of development services for good students and those who reach excellent achievement. The GC services have not been implemented comprehensively. Another indicator was the absence of GC hours in the class on a scheduled basis. Because of the school's policy, GC teachers tended to develop service plans in the form of problem guidance. Then, the GC teachers developed guidance activities and conducted counseling if needed. From the perspective of government policy and the GC study, according to Gysbers & Henderson (2001), the policy of Bruder Junior High School has not implemented an ideal GC. The Bruder Junior High School should follow up on all the students' needs and problems by organizing GC services comprehensively. Every GC teacher needs to develop a comprehensive GC program by having four service components, namely the fundamental service component or the guidance curriculum, responsive service, individual planning services, and system support (Gysbers & Henderson, 2001; Crooks, K.D (2007). Those four components will be more targeted GC services according to the students' needs.

## 5. CONCLUSION

Guidance and counseling teachers in Bruder Junior High School of Pontianak could show the active role of GC in strengthening character education in schools through the guidance of students who need GC services based on recommendations and delegations from homeroom teachers. Guidance services are provided through classical

guidance, group guidance, and individual counseling for students who undergo sanctions due to violations. The GC teachers collaborate with the homeroom teachers, vice principals for student and curriculum affairs, and parents. To improve the implementation of high-quality GC, responsive services should be prioritized. Bruder Junior High School is expected to implement GC services that can provide comprehensive GC services and focus on preventive and development services so that students who have positive assets can be adequately excavated and then develop to the maximum.

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