

Effectiveness Guidance and Counselling Services in the Formation of Character and Self-Control

Yulinda Siregar^{1*} and Bernadetha Nadaek²

¹ Universitas Indraprasta PGRI, Jakarta, Indonesia

² Universitas Kristen Indonesia, Jakarta, Indonesia

yulinda.siregar@yahoo.com; benabeni3336@gmail.com

ABSTRACT

This study aims to determine the effectiveness of Guidance and Counselling Services in Character Development and Student Self-Control SMP Negeri 9 Bekasi. The sub-focus of research is the significance of guidance and counselling services; (B) Implementation Guidance and Counselling Services; and (c) Character. (D) Self-Control. Qualitative research method using a descriptive approach. Data obtained from interviews to the principal, teachers and students of class VIII, literature and documents. The results showed that: 1) Services Guidance and Counselling is very important in the learning process at school, 2) Implementation of Guidance and Counselling service in SMP Negeri 9 are effective, 3) Teacher of Guidance and Counselling six people and professionals in the field of Guidance and Counselling, 4) Teacher of Guidance and Counselling incoming class once a week to provide guidance and counselling services. Principal, subject teachers, are also involved in the formation of character and self-control students.

Keywords: *Effectiveness Guidance, Counselling Service, Character, Self-Control*

1. INTRODUCTION

The effectiveness of guidance and counselling services in the development of character and self-control of learners is significant to apply in education, especially at the junior level, which is still in the early stages of transition, or transition from children towards teenagers (Broglia et al., 2018; White et al., 2009). Management education is critical to improve the quality of life and help the learners adapt quickly to any changes. The continued development of the higher age and competitiveness faced with learners, for the role of guidance and counselling services in education, are essential in helping the learners face increasing global competition.

Character is the personality element in terms of ethical and moral (Cohen and Morse, 2014; Hardy and Carlo, 2011). Character refers to the set of attitudes, motivation and behaviour skills as a manifestation of moral values and human capacity in the face of adversity (Blasi, 1984; Narvaez and Lapsley, 2009). In undergoing the learning process at school, learners face many challenges and difficulties, but in resolving problems facing, the remains expected to respond with character. Self-control is the ability to control themselves as an ability to organize, guide, organize and direct forms of behaviour that lead individuals towards positive consequences (Baumeister et al., 2007; Duckworth, 2011; Muraven et al., 2006). Character

building and self dick for learners is an essential concern for principals, teachers and especially teacher guidance and counselling also subject teachers.

But in fact, the authors pay attention to the field is still the learners who lack good character, like: dishonest, lazy, less independent, less creative, like bullying friends, less enthusiasm, less responsibility, less disciplined, less democratic, less able to refrain, less focus on the learning activities as well as various inability learners to the character was good and exercise self-control is good. It takes guidance and counselling given by the teacher guidance and counselling and support from the principal, subject teachers and other school communities in character building and self-control on learners (Sriwilujeng, 2017).

Character education is crucial to the students because, essentially, character education is integral and inseparable (A. Kamaruddin, 2012; Garvey, 1936; Hamilton, 1925). Education understood as an ongoing process that invites and affected learners with good things through habituation may be a character (Saripudin and Komalasari, 2015). The name has 3 Part interconnected that moral knowledge, moral feelings and ethical behaviour (Lickona, 1997). thirdly it is necessary to direct the moral life and foster moral maturity (Lickona, 2014, 2013). Furthermore, the characters are good values embedded in yourself and look of behaviour (Tri, 2015). The importance of character building among students does in school through learning that leads to the strengthening and

development of learners' behaviour as a whole based on a specific value that the school refers to (Berkowitz and Bier, 2004; Berkowitz and Hoppe, 2009; Hamilton, 1925; Revell and Arthur, 2007).

The coaching character became one of the government's vital concern, which welcomed and formulated measures systematically and comprehensively developed in the frame intact in the National Education System as a reference. Coaching character is made to make learners have good morals, good habits and good behaviour. A good name must also be supported by good self-control as well.

Self-control in schools and the community is essential to have the self-control to adjust the standard of living with where the students were. It so is necessary for guidance and counselling teachers and other personnel in schools to provide a variety of guidance and counselling services.

In the Minister of Culture on Guidance and Counselling In Elementary and Secondary Education number 111 of 2014 states that "Teacher of Guidance and Counselling is an educator qualified minimum academic Bachelor of Education (S-1) in the field of guidance and counselling and have competence in the field of Guidance and Counselling" Destination Guidance and Counselling in schools to help the individual to achieve optimal development according to their talents, abilities and values and insolubility of the problems faced by the individual. Further aim to make people self-sufficient with characteristics: understand and accept himself and his surroundings, make decisions and realistic plans, direct himself by his decision and his plans and ultimately manifests itself (Prayitno and Amti, 2004).

The provision of services for the development of character and self-control by the teacher guidance and counselling is to service information. Service information intended to provide insight to the individuals concerned to determine the direction of a desired goal or plan (Prayitno and Amti, 2004). Furthermore, the information service is a service that helps learners to receive and understand the information themselves, social, learning, career and further education in a focused, objective and wise (Van den Broeck et al., 2010). The purpose of information services is to help learners decide about something and work for the prevention and practical understanding. Effectiveness means it is appropriate that a key element to consider in achieving goals or objectives specified in a program of activities in the organization. Therefore, a plan to be effective if it achieved its objectives or specific targets. The effectiveness is the achievement of the results obtained intentionally based on the

perception of quality (Beckford, 2003). Effectiveness is also an achievement of the goals set.

2. METHOD

Research conducted at SMP Negeri 9 Bekasi. Research using qualitative research methods. Qualitative research is a research paradigm to describe events, people's behaviour or a situation in a particular place in detail and depth in narrative form (Creswell, 2007; Henderson, 2011; Miles et al., 2013). Qualitative research uses observation, interview, content analysis and other data collection methods to present the responses and behaviour of the subject (Moleong, 2004). This method is used to explain and illustrate the results with actual and naturally as their object.

In this study, researchers used a technique of sampling with purposive sampling. Technique of sampling data source by certain considerations that are expected to facilitate researchers to explore objects or social situations under investigation (Sugiyono, 2015). Therefore, researchers were setting five eighth grade students, six teachers of Guidance and Counselling, one (1) a mathematics teacher, one (1) homeroom. The data collection method is determined based on objective research. The technique used in collecting data in this study interviews, questionnaires, observation, literature review and documentation. Data analysis techniques used in this research is the analysis of the data analysis is more focused during concurrent with data collection in the field (Sugiyono, 2015). Activity data analysis in this study starts from the exposure of data, data reduction and conclusion.

3. RESULT AND DISCUSSION

Based on the interview, in-depth research topics involving six (6) Guidance and Counselling teachers, one (1) teacher of mathematics, one (1) homeroom, five (5) students.

3.1 Interview result

Interviews from six Guidance and Counselling teachers. (Interviewed simultaneously in space guidance and counselling.

- a. Anything that Mr / Ms do in coaching and self-control students in this school?

The first one we did in this school for coaching learners on a flag-raising ceremony every Monday (1 hour), and

accompanied by the provision sermon about being a learner character self-control dam. In providing guidance, the teacher turns each week and schedule incoming Guidance and Counselling in class 1 hour lessons/week (Mr. P)

b. In addition to the ceremony Mr/Ms, when more time to provide character building and self-control?
First: Every Tuesday and Thursday, held "tadarusan" for Muslim and "Rokhis" to the non-Muslims, who are Muslims are guided by a teacher of Islamic religion aided assisted by teachers who are Muslims, while "Rokhis" guided by a teacher of Christianity and assisted by Christian educator.

Second: Every Wednesday, the students are given guidance in the field of literacy, to improve the willingness to read the students, and each class is provided tree literacy to paste the names and books read by students, after the learners explain briefly about the contents of books read.

Third: On Friday

Week I, together, brought breakfast each learner, to increase family togetherness and social attitudes of learners.

Sunday II: Duha prayer together for Muslim and non-Muslim "Rokhi."

Sunday III: Gymnastics together

Sunday IV: Breakfast together. (Mrs. DM)

c. What Mr / Ms do in coaching the character of honesty and self-learners in the face of Mid Semester Assessment (PTS), Final Assesment (PAS) and Ratings End of Year (PAT)?

We provide information services to implement the PTS, PAS and PAT did not cheat, and reminded the students that before held PTS, PAS and PAT study harder to learn, and in the home repeating material already taught by a teacher at school. (Mrs. KW)

d. How Mr/Ms remind students to have self-control and not bullying her?

We always remind the students to respect their peers, and when there is his bullying behaviour, we give you the understanding that what was done, pronounced not following the etiquette and manners (Mother from FN)

e. What efforts have Mr / Ms made to solve the problem with the phone at this school?

At SMPN 9, this problem use of mobile phones is often the case, which the participants surreptitiously used mobile phones in class while learning, so it is taken by teachers and called parents, because the early entrance to SMPN 9 explained that it is forbidden to bring mobile phones to school. Indeed, many parents who counter the problem are not being allowed to bring mobile phones to school because the students need the phone to order online for pickup gojek to school. So that the policy is that the students who bring mobile phones to school to entrust to the homeroom teacher or the guidance and counselling (Mrs. RS)

f. Whether learners are already using guidance and counselling services consciously, without having on the Guidance and Counselling teachers' call?

For class VII, some people came to confide to express his feelings to the teacher guidance and counselling related to economic and family problems.

Class VIII, many came to the room to deliver guidance and counselling to family problems and puberty problems, about the feelings, experienced changes, so the counselling teacher when entering the classroom to provide information services about the transition experienced by learners.

Class IX, often came into the room Guidance and Counselling for questioning about the school, and almost 90 per cent asks about her potential and asked school, (Ms. FA)

g. Is there a problem that very specifically so that students become less self-control?

There bu. Associated with divorce issues, learners often gloomy in the classroom, crying suddenly, when asked why the cry, the students answered..

I sad because my father went away to marry someone else, my mother also remarried, I was left Grandmother at home

Guidance and Counselling teachers provide understanding and reinforcement to students so sincere in the face and patient in living, it is a test that can make you stronger in the days to come, be diligent to teach ya boy (DM)

Of the various guidance and counselling teachers answer the above, it can be seen how guidance and counselling teachers and school personnel understand the needs of learners in the formation of character,

especially the Guidance and Counselling teachers can develop the Implementation Plan Guidance Services based on analysis of the needs of the learners. To complement guidance and counselling services in the development of character and self-control, authors conducted interviews with the mathematics teacher who was always engaged in the service of the Christian religion (Rokhis) SMPN 9 Bekasi.

Math teachers are also very instrumental and Rokhis

- a. Do mothers understand guidance and counselling services?

Yes I understand a wide range of guidance and counselling services, as I often to room Guidance and Counselling for cooperative with teacher guidance and counselling in solving problems of students, such as students who use mobile phones when I was teaching in the classroom, also on the subject of the loss of money in the classroom.

- b. According to the mother, is a teacher and guidance and professional counselling to the task?

To my knowledge here guidance and counselling teacher professional in dealing with any problems, and they are attentive, the initiative to motivate the learners to actively participate in various extracurricular activities at school, thus reducing time to play mobile learners.

- c. Can the mother feel the benefit of guidance and counselling services in guidance and control students' character?

Yes I feel the benefits of guidance and counselling services in students' character-building, and I felt helped in teaching and learning activities; students become more orderly, more diligent, more disciplined, and motivated.

- d. Whether the mother is also instrumental in the formation of character and self-control in this school?

Yes, I really feel I have been accountable jawan in character building of students, so I was active in the activities Rokhis, I kan Christianity and here Christian teacher only honorary, with the number of learners Christians hundreds of people, so I really pushed each morning Tuesday and Thursday morning when the event rokhis activities, I was involved in providing character building and self-control to the learners, and indeed very visible result, learners are more tolerant, orderly and polite.

The above statement can be interpreted that the mathematics teacher is also active in the very sense rokhis guidance and counselling services in the development of character and self-control in school.

Furthermore, with regard to guidance and counselling services in the development of character and self-control of learners, researchers interviewed homeroom and teach early pension 8B SBK

Master Guardian Class as well as a teacher of Arts and Skills (SBK)

- a. According to the mother, is a teacher and a guidance and professional counselling to the task?

Here, guidance and counselling teacher professional in dealing with any problems ... because I know Guidance and counselling teachers here all educational backgrounds of Guidance and Counselling.

- b. Whether the mother can feel the benefit of guidance and counselling services in developing character and self-control of learners?

Yes I feel the benefits of guidance and counselling services in developing character and self-control of learners, significantly as the homeroom teacher, can help me steer learners more orderly, self-contained. Also in disciplining learners. I've also been asked for help from guidance and counselling to address children who are often delayed up to four times and parents are called.

- c. Did the mother and homeroom role in the formation of character and self-control of learners at this school?

Yes, I am very motivated to help build character and self-control learners; before teaching and learning materials, I remind the students about how to become learners of good character, give examples of how to control yourself to stay disciplined, keeping the courtesy to interact with teachers and friends in the class.

The above statement can be interpreted that the homeroom teacher and subject teachers SBK feel the guidance and counselling services in the character building of students in school.

Furthermore, the authors also conducted interviews with five (5) students from class 8, namely PA, AF, P, S, and DTT. Researchers interviewed together.

Learners

- a. Do you know about the existence of guidance and counselling services at the school?

Yes I know ma'am because we no eye lesson guidance and counselling one-hour lessons each week. (PA)

- b. Is Guidance and Counselling teachers explained the purpose of guidance and counselling services in schools?

Yes, his word helps us develop self, self-adjustment so that we can overcome the problems that happen to us. (A)

- c. Is Guidance and Counselling teachers teach you to have character and self-control?

Yes ma'am, we always remind you to have a character that tolerance to a friend, honest test time by not cheating, discipline, homework, independent, appreciate your friends, the spirit of tasks, must strive for the best, like reading, keep the environment as reducing the use of plastic always to bring a container to buy snacks (P)

- d. Is Guidance and Counselling teachers remind you to hang out with friends at school?

Yes we remind you to get along well with each other and keep manners, besides that guidance teachers always remind us not to get exposed to the dangers of drugs, so we should control ourselves in relationships with friends to the fine (S)

- e. Any memorable of Guidance and Counselling teachers?

I was impressed with a good way of learning material from the teacher guidance and counselling and the dangers of drugs so that we be careful and smart to control themselves so that no dealings with anyone. I like it when the teacher entered Guidance and Counselling in the classroom and talked about being successful in the future have to study. We are also given the task of how to keep us confident. (DA)

From the above statements, the students made an impression with the material taught by teacher guidance, diligent study, mutual respect among friends, and not hanging out with people randomly, by keeping the association is character building and self-control on the learner.

3.2 Observation

Based on the observation that mendalam on the research topics of Effectiveness of Guidance and Counselling Services in Character Development and Self-Control Students at SMPN 9 Bekasi performing well. It is seen from:

- Learners have a high tolerance in schools, because of their special events tadarusan for Muslim and non-Muslim rokhis for terlaksan well
- There is a show of togetherness that breakfast together twice a month every Friday, and performing well
- There is a program to reduce plastic use, so learners if they want to pocket dikantin already have to bring their own containers from home, and if they do not take the container, students can only eat in the cafeteria using the cafeteria plate.

4. CONCLUSION

Based on interviews, observation about the service Guidance and Counselling in the formation of character and self-control shows that its implementation is going well, starting with the activities of flag-raising ceremony every Monday, tadarusan every Tuesday and Thursday, the breakfast together twice a month, gymnastics joint and collective Friday prayers for Muslim and non-Muslim rokhis for. Coaching character and control have been performing well, meaning that teachers' guidance and counselling services have been felt by teachers' meta lesson in expediting the process of teaching and learning. Learners also feel directly when the teacher provides teaching materials in the classroom, the students are also motivated to do various tasks given by the teacher guidance and counselling. While the results of observations, the implementation of teaching and learning in SMPN 9 has been going well, the event went well because one-factor guidance and counselling services in character and self-control students.

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