



RPLBK with Pancasila Character Values Based on Balinese Local Culture

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Abstract. The general purpose of implementing community service is to produce a set of counseling guidance services in the form of Characterized RPBK which will be used in providing counseling guidance services in schools. While the specific purpose of this community service is to improve counseling guidance services carried out by counseling teachers. This service is carried out through providing training in writing Characterized RPBK and implementing counseling guidance services through lesson study. The subjects of this community service are counseling teachers at SMK Negeri 1 Singaraja and practical students. From the knowledge and understanding possessed by the counseling teacher, it can be collaborated with the knowledge of students who practice counseling to be able to produce a set of counseling guidance services in order to improve counseling guidance services carried out in schools. So that students are able to develop themselves in order to achieve their life goals. Through the results of this community service, it is hoped that there will be an increase in quality and professionalism in the provision of guidance and counseling services.

Keywords: RPBK Character · Review Action · Guidance Counseling

1 Introduction

Character education is a system of naming character values which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality [1]. The development of national character can be done through the development of one's individual character [2]. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be done in the relevant social and cultural environment. That is, the development of culture and character can be carried out in an educational process that does not release students from the social environment, community culture, and national culture [3]. The social and cultural environment of the nation is Pancasila, so cultural and character education is to develop Pancasila values in students through heart, brain, and physical education [4].

Character education is absolutely instilled in students, especially the value of honest character, it is very important to make the character of students today as a provision in navigating life in the future [5]. Honesty is one of the character values that must

be possessed by a student and becomes increasingly important considering that so far Indonesia is known as a nation that still maintains its eastern culture, where values and morals are dominant so that the character and identity of this nation lies in values and morality [6].

To achieve this, we need a tool that is used by BK teachers to instill the values of the nation's character, namely the Character RPBK. Counseling Guidance Implementation Plan in educational activities can be interpreted as a plan that describes learning procedures and management to achieve one or more basic competencies set out in the content standard and described in the syllabus [7].

The Characterized RPBK is a set of plans for providing guidance and counseling services to students by inserting character content or content in the implementation of service activities carried out by BK teachers. So it can be concluded that the characterless RPBK has a point of difference with the characterized RPBK, where the difference contains a character service charge and does not contain a character service charge [8].

The implementation plan of character guidance and counseling is one of the existing tools in the BK organization [9]. The planning of guidance and counseling service activities refers to the annual program which has been translated into monthly and weekly semester programs and the last is the daily program in which the content of positive character education is inserted [10].

1.1 Situation Analysis

In the implementation of this community service activity, the locations that will be designated as locations to carry out this activity are: in Buleleng Regency, precisely at SMK Negeri 1 Singaraja. The motivation of the school at the location as the implementing party to support this activity, has been willing to be invited to cooperate regarding the achievement of the objectives of implementing this community service. Of course, with the motivation of support from the school, it will support the implementation of this service optimally so that the objectives of the implementation of this activity can be achieved properly.

One of the facilities owned by SMKN 1 Singaraja is the Counseling Guidance room. The BK room owned by the school is one of the facilities that are very supportive in awareness, especially in terms of self-potential that is owned in the learning aspect and can understand various kinds of obstacles that can arise at any time in the learning process that is being carried out.

One way to develop the self-potential possessed by students is by providing guidance and counseling services based on Character RPBK. The obstacles faced by BK teachers in the preparation of Character RPBK are difficulties in formulating indicators, difficulties in formulating learning objectives, difficulty in integrating learning objectives.

Furthermore, the problems faced by teachers are problems in the use of learning media. There are also BK teachers who do not use technology such as laptops, LCD as a medium for counseling guidance services, the other thing is that BK teachers rarely make BK media, usually teachers only use learning media available at school.

Therefore, with training in the preparation of Character RPBK, there will be an increase in professional counseling and guidance services that are able to grow awareness of student learning and their potential. Regarding the availability of matching funds

from partner institutions, partner schools have not been able to provide matching funds, therefore this activity is entirely funded by DIPA FIP funds. The problems that will be raised and resolved during the implementation of the IPTEK application program are solving the problems of character education for students by mentoring and strengthening character education based on local wisdom with the concept of conducting a counseling service review.

Based on the introduction and analysis of the situation described above, it can be identified the problems that exist in the target community, namely: a) There is no development of Character RPBK in schools. b) Counseling Guidance Services are still not optimal in carrying out character education. Based on the identification of the problems above, the formulation of the problem can be formulated as follows: How is the implementation of the development of character RPBK through the study of counseling guidance actions in schools?

Based on the formulation of the problem, the formulation of the expected goals is as follows: To develop a character RPBK through a study of the actions of counseling guidance in schools.

2 Theoretical Review

2.1 Characterized RPBK

The implementation plan of character guidance and counseling is one of the tools in the counseling organization [11]. The planning of guidance and counseling service activities refers to the annual program which has been translated into monthly and weekly semester programs and the last is the daily program in which the content of positive character education is inserted which is directly carried out face to face with students and other subjects concerned include [12]: a) Service or support materials, these materials must be adapted to the needs or problems of students who will be subject to services or support. b) Set goal so results to be achieved. c) Set activity targets, namely foster students who will be known for service or support activities. d) Determine materials, sources of materials and or resource persons. As well as personnel related to their respective roles. e) Define method. Techniques, media and types of tools to be used, according to the specific characteristics of the type of service or support planned.

The characteristics of the implementation plan for guidance and counseling services with character include [13]: a) Application of methods, special techniques, media and tools, b) Submission of materials, and utilization of material sources, c) Activation of resource persons, d) Time efficiency.

As mentioned above, RPBK is a description or one of the manifestations of various programs that have been made by counseling teachers. Something that is made must have a purpose that can provide benefits for both counseling teachers and students, these advantages include [14]: a) The purpose of each step of guidance and counseling will be more focused and clearer. b) Each supervising teacher will be aware of his role and duties. c) Provision of facilities will be more perfect. d) Guidance and counseling services are more easily organized and adequate. e) Enabling closer communication with various parties with an interest in guidance and counseling activities. f) There is clarity

of guidance and counseling activities among all school activities. g) With the guidance and counseling program, its implementation will be easier to monitor or evaluate [15].

In order to strengthen the implementation of character education, there are 18 values in the development of cultural and national character education created by the Ministry of National Education [16].

The following are eighteen national characters which are described as follows: 1) The values in the first character education are religious, obedient attitudes and behavior in carrying out the teachings of their religion, tolerance for the implementation of worship of other religions, and living in harmony with adherents of other religions. 2) The values in the second character education are honest, behavior based on efforts to make oneself as a person who can always be trusted in words, actions, and work. 3) The values in the third character education are tolerance, namely attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves. 4) The values in character education are the four disciplines, namely actions that show orderly behavior and obey various rules and regulations. 5) The values in the fifth character education are Hard Work, namely actions that show genuine efforts in overcoming various obstacles and completing tasks as well as possible. 6) The values in the sixth creative character education are thinking and doing something to produce new ways or results from something that is already owned. 7) The values in the seventh independent character education are attitudes and behaviors that are not easy to depend on others in completing tasks. 8) The values in the eighth democratic character education are ways of thinking, acting, and acting that assess the rights and obligations of themselves and others. 9) The values in the ninth character education are Curiosity, namely attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard. 10) The tenth values in character education are the National Spirit, namely the way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups. 11) The values in the eleventh character education of Cinta Tanah Air are ways of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups. 12) Values in the twelfth character education Appreciating Achievement, namely attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others. 13) The thirteenth values in character education are friendly/communicative, namely attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others. 14) The values in the fourteenth character education are Love of Peace, namely attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others. 15) The fifteenth values in character education are fond of reading, namely the habit of taking time to read various readings that give virtue to him. 16) Environmental Care Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred. 17) Social Care, namely attitudes and actions that always want to help other people and communities in need. 18) Responsibility, namely the attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (nature, social and culture), the state and God Almighty.

2.2 Review Guidance Counseling Actions

Efforts are being made to solve the problem in this case regarding the not yet optimal set of plans for implementing counseling guidance services in schools by assisting the review of educational services or implementing assistance in the preparation of the Classical Guidance RPBK, Group Guidance RPBK, Group Counseling RPBK and Individual Counseling RPBK to counseling teachers at school [17]. The following is a picture of the design implementation of the activities to be carried out, namely: (1) socialization seminars and workshops through Focus Group Discussions (FGD) on RPBK materials for the nation's character, where there will be (a) Increased understanding of BK teachers related to RPBK national character, (b)) Improved understanding of principals related to the administration of the plan for implementing counseling guidance in schools in the form of RPBK, (c) Increasing mastery of counseling teachers on pedagogical competence and professional competence, (d) Improving the quality of planning tools for implementing counseling services used by teachers. (2) implementation of mentoring in one cycle. (3) evaluation seminars and dissemination of activity results.

3 Research Method

The method used in this community service activity is the method of implementing mentoring based on the study of educational services and counseling guidance in the form of training which is carried out by providing training given to BK teachers and practical students with demonstration/modeling, namely providing demonstrations on the preparation of Character RPBK.

Evaluation in this community service activity is by observing the performance of the participants [18]. The achievement indicator set is that the service is declared successful if the participants are able to prepare Character RPBK and provide classical guidance services, group guidance, group counseling and individual counseling to students.

4 Result and Discussion

This community service activity is carried out in the form of training and assistance in designing the implementation of counseling guidance in the context of implementing the 2013 curriculum for BK teachers in schools. This is based on an indication that several problems related to the competence of BK teachers which are still below the standard are related to the analysis of the questions prepared. Then the preparation of visual- based learning materials also tends to be low. Through this training and mentoring, it is hoped that these BK teachers can improve learning in the context of implementing the 2013 curriculum.

This Community Service was carried out in March- August 2021 carried out by 2 proposing teams along with counseling teachers and BK FIP Undiksha students. The activity began with holding a webinar in May 2021 with discussions on the preparation of the RPBK for the implementation of counseling guidance in schools. The seminar was attended by 20 people including BK teachers at SMK N 1 Singaraja and online BK FIP Undiksha students. The discussions presented in the seminar were: (1) Designing a

Character RPBK, consisting of a discussion describing the material on the self-setting variable of classical guidance services, explaining the form of pouring the material, and producing effective presentation media. (2) Designing a diary in the implementation of the self variable in students' daily lives. Create daily, weekly, and monthly chart scores.

After presenting the seminar material, the activity continued with a question and answer session between the resource persons and the participants, namely counseling teachers and guidance and counseling students. This discussion session became the basis for establishing a deeper understanding regarding the discussion of the material at the seminar. Because after this webinar, it will be continued with the implementation of training and mentoring on the next day.

The training or workshop will be held in June 2021. The training or workshop is divided into two meeting sessions with different training materials. On June 5, 2021, a workshop on designing effective materials will be held. The first training session was attended by 20 people online. This training is provided in the form of preparation of an effective character-based RPBK. This is realized in the form of presenting material using power point as a learning medium that can facilitate the presentation of effective material to increase student motivation in the service process. In this training BK teachers are given the opportunity to be able to discuss with each other about presenting effective material and presented in the form of visual-based media both online.

Furthermore, on June 15, 2021, the second training session was held by designing a diary and filling in daily, weekly and monthly scores. The second training session was also attended by 20 participants. In this training, counseling teachers are given assistance regarding the preparation of the RPBK and assessment tools based on valid and reliable test requirements. In these training activities, the teachers were formed into several groups to develop learning assessment tools. This training will produce RPBK tools and diaries as an assessment in service delivery.

In the final stage of August 2021, demonstrations and presentations on the use of effective materials and RPBK tools for classical guidance services will be held. This activity is based on the implementation of training that has been carried out at the previous meeting. This final stage is carried out as a form of presenting the results of the training so that the ability and understanding of the counseling teachers can be seen regarding the preparation of the RPBK for classical guidance services.

Based on several series of training and assistance for community service activities, the accumulated implementation time is a total of 32 h. From the accumulation of time, it can support improving the quality of the performance of BK teachers through training on the design of the implementation of counseling guidance in schools.

This training or workshop indicates that BK teachers are able to improve professionalism or competence in providing guidance and counseling services in schools. In addition, if it can be implemented properly, it is possible that students can develop their potential and can achieve learning goals at school.

5 Conclusion

The implementation plan of character guidance and counseling is one of the existing tools in the BK organization. The planning of guidance and counselling service activities refers to the annual program which has been translated into monthly and weekly

semester programs and the last is the daily program in which the content of positive character education is inserted. Efforts are being made to solve the problem in this case regarding the not yet optimal set of plans for implementing counseling guidance services in schools by assisting the review of educational services or implementing assistance in the preparation of the Classical Guidance RPBK, Group Guidance RPBK, Group Counseling RPBK and Individual Counseling RPBK to counseling teachers. at school.

Based on the stages of the implementation of this training, in general, there were no significant obstacles. Everything can be done well, it's just that meetings that can usually be held face-to-face for several times are done online or online, namely by using the Zoom application. This is due to the Covid-19 pandemic so for the sake of mutual safety and this activity continues, everything is done online. But if there are things that require the implementation of going directly to the field, the members of the service and the field workers continue to carry out the health protocols that have been recommended.

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