

Improving Students` Character through Group Counseling Services

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Abstract—The study was based on concerns that the low character of students. The research goal is to obtain a picture of the increase in the character of students through group counseling services. The method used Quasi-experimental research design with pretest form Posttest Control Group Design. With a sample of the experimental group ten and control group ten students. Tutoring Services Group conducted twice meetings and two meetings of information services, namely in the first meeting perform pretest and posttest perform all treatments. Data were analyzed using the Wilcoxon rank test signed and Kolmogorov Smirnov 2. From the results of the implementation is done, a significant increase is mainly posttest experiment. The findings in the experimental group and the control group there were significant increases between control posttest and posttest results of the experiment. The conclusion of this study the data processing shows that the implementation of group counseling services can improve the character of students.

Keywords— *Character Student, Tutoring Services Group*

I. INTRODUCTION

Counseling and guidance services are one of the important components of education in schools. The importance of guidance and counseling can not be separated from the purpose of counseling guidance itself. The purpose of guidance counseling is to foster student self-development as optimal as possible if the teaching and learning activities are oriented towards the improvement of intellectual intelligence.

Guidance and Counseling activities in schools are specifically oriented to help all aspects of student self-development.

Character building becomes one part of the purpose of guidance and counseling services, because in essence practice guidance and counseling is a process to equip students various values, competencies, so that individuals are able to recognize themselves and the environment, so that individuals have a complete independence, which essentially to personal character.

According to Doni K.S. (2000:110) character is "a mixture of all the good that is defined by religious tradition, literary tales, wise men and the intelligent gathering of men in history."

It is stated by Prayitno (1995: 81) that a Group Service Guidance intended to enable students to collectively obtain materials from tutors who are useful for daily life both as individuals and as students, family members and communities in solving problems.

Human development should reach self-made individuals. The counselor teacher as group leader and the students as group members can jointly discuss various issues, so as to generate new attitudes and new, more mature awareness in addressing the socio-cultural flows of the community, having positive expectations in all respects.

A. Character Understanding

Respect and responsibility and all other values derived from these two values provide a moral content that can and must be taught by the school in a democracy. However, school requires more than just a list of grades. School requires a concept of character and commitment to develop the concept in the students.

Aristotle in Thomas Lickona's book (1991: 81) Defines good character in life by doing the right actions with respect to one's self and others. Aristotle reminds us of what we tend to forget in this present time of virtuous life including self-oriented goodness, as well as goodness oriented to other things (such as generosity and compassion), and these two types of goodness relate. We need to control ourselves our desires, our desire to do good things for others.

According to Novak in the book Thomas Lickona (1991: 81) character is "a mixture of all the good that is defined by religious traditions, literary stories, wise people and a collection of common sense people in history". As Novak points out, no one has all the good, and everyone has some weaknesses. People with characters that are often praised can be very different from one another.

Based on this classical understanding, the author intends to provide a way of thinking about the right character for value education: Character consists of operative value, value in action. We process in our character, as a value becomes a good, an inner disposition that can be relied on to respond to the situation in a way that according to the Moral is good.

The character that feels like it has three interrelated parts: Moral Knowledge, Moral Feelings, and Moral behavior. Good character consists of knowing good things, wanting good things, and doing good things habits in ways of thinking, habits in the heart, and habits in action. These three things are needed to direct a moral life, these three form moral maturity. When we think about the types of characters we want for our children, it is clear that we want our children to be able to judge what is right, care deeply about what is right and then do what they believe is true even when faced with temptation from the inside and external pressure.

B. Understanding Character Education

Doni, K (2007: 81) Character education is a system of cultivating character values to school citizens which includes components of knowledge, awareness or willingness, and actions to implement these values, both to God Almighty, yourself, fellow, environment, and nationality so that they become human beings.

In character education in schools, all components must be involved, including the components of education itself, namely curriculum content, learning process and assessment, relationship quality, handling or management of subjects, school management, implementation of curricular activities or activities, infrastructure, financing and the work ethic of all citizens and the school environment.

Apart from various deficiencies in the practice of education in Indonesia, when viewed from national education standards that are the reference for curriculum development (KTSP), learning and assessment in schools, the purpose of education in junior high schools can actually be achieved well. Character development is also included in the material that must be taught and mastered by students in daily life.

C. Application of the Concept of Character Education in Classroom Learning

Academically, character education is defined as value education, character education, moral education, character education, whose purpose is to develop the ability of students to make good decisions, maintain what is good, and realize that good in everyday life with all their heart. In the context of Indonesian society, nation and state, it is believed that the values and characters formally formulated as functions and objectives of national education must be possessed by students to be able to face the challenges of life now and in the future.

Micro-development of values / characters can be divided into four pillars, namely teaching and learning activities in the classroom, daily activities in the form of school culture of curricular and extra-curricular activities, as well as daily activities at home, and in society.

In teaching and learning activities in the value / character development class is carried out using an integrated approach in all subjects

II. METHOD

The method of this research is quasi experimental design research that gives information is an estimate for information that can be obtained with actual experiments in circumstances that are not possible to control and or manipulate the relevant variables.

A. Population

According Sugiyono (2011: 177) population is a generalization region consisting of Object / subject that has certain qualities and characteristics set by the researchers to be studied and then drawn conclusions. As for the population in this study is all students of grade X IPA1 amounted to 37 students and all students X IPA2 which amounted to 34 students.

TABLE I. THE POPULATION OF THE RESEARCH

No	Grade	Gender		Total
		Male	Female	
1	XIPA ₁	16	21	37 students
2	XIPA ₂	14	20	34 students

B. Sample

According Sugiyono (2011:118), the sample is part of the number and characteristics possessed by the population.

Sampling using purposive samples conducted by taking the subject is not based on literature, random, or area but based on the existence of a particular purpose.

Purposive sample is a method to be sampled based on certain criteria. The samples taken in this study were 10 students in the experimental class and 10 students in the control class were taken according to based on the consideration.

TABLE II. EXPERIMENT AND CONTROL SAMPLE

No	Grade	Gender		Sample	Class
		Male	Female		
1	X IPA ₁	6	4	10 students	Eksperiment
2	X IPA ₂	5	5	10 students	Control

In the data collection process the author uses a questionnaire. Questionnaire is a series of questions related to a particular topic given to a group of individuals with the intention of obtaining data.

According Sugiyono (2011:199), questionnaire is a technique of data collection conducted by giving a set of questions or questions written to the respondent for the answer. The Questionnaire used consists of several questions concerning the impact of the implementation of group counseling services on improving the character of the student before and after obtaining the group guidance service. This cluster consists of a number of questions with the answer as follows with the answer "yes" or "no".

The non-parametric statistical data analysis techniques used in this test are the Wilcoxon Signed Ranks Test and Kolmogorof-Smirnov method for double sample groups. Hypothesis testing by means of a marked level test is performed if the researcher wants to ascertain the presence or absence of different conditions after a given treatment is given.

The non-parametric statistic analysis techniques used to test in this study are the Wilcoxon Signed Raks Test and Kolmogorof-Smirnow method for your sample group, hypothesis testing by means of a marked level test done if you want to ascertain the presence or absence of different conditions after treatment Certain given.

Then Kolmogorov-Smirnov's method for multiple sample groups is focused on testing the validity of the null hypothesis which states that the first and second sample groups are from identical populations.

According to Thomas L. (2010:153), to find out which category each research variable is located, then the average value of each variable obtained compared with the classification of the assessment set.

The results of research that has been conducted on the students of grade X SMA Negeri 1 Ulu barumun as many as 20 students as a sample divided into the control group as much as 10 students of grade X1 and 10 experimental group that is grade X2 based on the student character questionnaire list calculation. This study is to know the improvement of the character of students using group guidance services. The data obtained is the result of pretest and posttest related to the character of the student. The instrument to measure the character of the students used is a questionnaire.

III. RESULT AND DISCUSSION

Based on the data obtained, the results of research before pretest and after the posttest treatment where the experimental data processing done using SPSS version 20.0 for windows.

TABLE III. THE COMPARISON OF THE RESEARCH RESULT

Indicators		Experiment class		Control class	
		Pre test	Post test	Pre test	Post test
Moral knowledge	Moral Awareness	155	181	141	168
	Knowing the moral values.	101	160	123	156
	Determining perseperktive.	68	90	62	81
	Moral thinking.	25	49	30	31
	Decision making.	64	83	55	79
Moral feelings	Personal knowledge	24	43	21	29
	Conscience	59	79	49	59
	Self-esteem	62	83	37	50
	Empathy	95	136	69	89
	Loving good things	69	94	71	89
	Self-control	31	47	24	29
Moral acts	Humility	102	133	97	117
	Competence	33	46	37	44
	Desire	93	140	75	81
Total		1095	1543	1013	1270

The above data is derived from the tabulated results per indicator of the pretest-posttest control and pretest-posttest experiments and in the presence of the above comparison table can be seen an increase before and after the treatment given.

From the table above if viewed from the results of the interval comparison is as follows:

TABLE IV. TABLE OF RESULTS INTERVAL COMPARISON

No	Interval value	Experiment		Control		Category
		Pre test	Post Test	Pre test	Post test	
1.	80-100		88,17			Very good
2.	70-79				72,57	Good
3.	60-69	62,57				Enough
4.	50-59			57,8		Less
5.	0-49			8		Fail

It can be seen from the above table, the value of comparison between pretest-posttest control and pretest-

posttest experiment. What happens is the value of the experimental pretest-posttest is higher than the pretest-posttest control.

Differences in students' character improvements in experimental groups before pretest and posttest follow group service guidance activities.

In accordance with the results of the research seen in table 4 above, the scores obtained by each indicator showed an increase in the character of the students after the treatment of group guidance services in the experimental group.

The result of hypothesis testing showed that the improvement of student character can be improved by using group guidance service. It is evident that the counseling services of the group are effective for improving the character of the students. The improvement of the pretest and posttest results is due to the treatment of group guidance services provided by the counselor.

IV. CONCLUSIONS

The general conclusion of this research is that group counseling services and information services are equally effective for improving the character of the students, but when compared, group counseling services are more effective than information services.

Specifically this study can be concluded:

1. There is a difference in the improvement of the character of the experimental group students before (pretest) and after (posttest) follow group guidance activity, where the average character of the students after following group guidance activity.
2. There are differences in the character of students in the control group before (pretest) and posttest following the information service activities.
3. There is a difference in the improvement of student character in the experimental group given the treatment of group guidance services

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