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Human’s Excellent Character:
Nationality, Universality, and
Challenges”**

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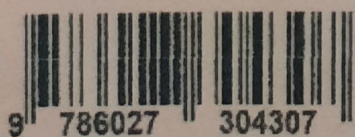


**Sekolah Tinggi Agama Islam
(STAI) Sultan Abdurrahman**



**Universiti Tun Hussein Onn
Malaysia (UTHM)**

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Character Education and Its Implementation in Guidance Counseling Services

Tohirin
UIN SUSQA

ABSTRACT

This study aims to find out and analyze the urgency of character education within the context and its implementation in a guidance counseling service in school. The data is collected through documentation and then analyzed descriptively (inductive- deductive). The result indicated that character education is very important within the context of nation and national life. Through character education, could be able to developed in term of nationality character values regarding with the revelance of nationality character values and in other way around, would build origin character of the nation. Implementation of character education in guidance counseling service can be done through individual counseling service. Through individual counseling service, counseling teacher would be able to build a better atmosphere to grow and develop nationality character values. Counselling teacher also can be role model toward the implementation of character values in daily life within nation and country life.

Keywords: Character education and Guidance Counselling

1. INTRODUCTION

1.1 Background

The National Long-Term Development Plan (RPJPN 2005-2025) of Indonesia puts character building as the priority of national development. In RPJP, Character education is considered as the basis of the vision of national building that is: "to create a society with good deeds, moral, ethics, culture, and goodcivilization based on the philosophy of Pancasila".

In addition, it is also contained in the national education goals, that is: "to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners'potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Republic of Indonesia Laws Number. 20 Year 2003 on the National Education System).

In the other hand, there are many phenomena that can be found in nation and country life such as corruption, free sex in youth, violence or fighting between students, motorcycle gangs, pornography, drug abuse and other maladaptive behaviors. It can be an indication that it has happened moral crisis in the kinds of life principle of nation and state.

Based on brief eludication above, at least there are several reasons of the need character education for student related with Indonesia Human Resources development (SDM) that are:

- a. No imbuing Pancasila values in their daily life
- b. Disorientation nation as the result of not imbuing Pancasila in their daily life

- c. The moving of ethical values in the nation and state life, so there is many citizens' attitude and life pattern does not reflect the Indonesia original character.
- d. The weakening awareness of culture values
- e. National disintegration threat and
- f. The weakening of nation's independence.

1.2 Problem and Objective of the Study

Based on the purpose of education as mentioned above, the output of Indonesia national education properly can create a society with good deeds, moral, ethics, culture, and good civilization appropriate on the values of Pancasila. Accordance with the mandate of the Law of Republic of Indonesia (UURI) Number 20 Year 2003 on National Education System, national education properly can convey students so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. In fact, instead it found that many students and education output who behave not reflecting as educated person. This condition probably can be called that moral degradation has occurred to the majority students and educational output. In other words, student behavior in the context of nation and country life, it is not imbued by national character values.

Referring to the problem above, there are some questions that proper to be answered and analyzed regarding to the tittle of this study as follow: (a) What is the urgency of character education in the context of nation and counry life? (b) How does the implementation of character education in guidance counseling service in the school?

This study aims to describe the urgency of character education in the context of nation and country life. In addition, it also aims to describe the implementation of character education in guidance counseling service.

A. METHOD

This study included in qualitative method through library research. Qualitative method is suitable used in this study, because this is descriptively study (Bogden dan Biklen (1982) dan Guba (1985). In addition, it also used to investigate deeper and more detailed problem or phenomena that want to be studied (Yin, 1994). Qualitative method is also used because the data of this study is analyzed inductively.

This data of this study is secondary data because the data obtained through many literatures that have written by experts in their own field. In this study, the researcher does not interact with the primary resource in collecting the data. Therefore, the type of data include in the type of secondary data, so the main data resource of this study is secondary data resource in the form of education writings, character, some prespective character education and guidance counseling that written by the experts.

These study resources are collected by documentation; examine and analyze the various documents that related with the main problem of this study (in the form of books, journal, and other writings). After collecting data then the data is analyzed. Analyzing data is perfomed through descriptively (inductive- deductive). Analyzing the data from a narrow context in order to obtain the conclusion that wider and more general.

B. THE URGENCY OF CHARACTER EDUCATION IN THE CONTEXT OF NATION AND COUNTRY LIFE

1. Definition

Indonesia Dictionary stated that character has psychological trait, moral or character that distinguish a person with the others. In the Psychology dictionary, character is personality that investigated from ethical and moral starting point, like the honesty of the person and usually related with constant relative character.

Individual special characteristic that is original and rooted to individual personality is a motor that encourages how individual act, behave, pronounce, and respond something. Character also means the way of thinking and behaving that become special traits of each individual to live and cooperate well in family, society, nation or country.

2. Character Education Paradigm

Character education is not teaching, it means that teacher does not teach material about character to the students. Therefore, character education paradigm is as follow:

- a. Effort of encouraging value and behavior (not teaching)
- b. Implementation character education demands synergy from three parties that are parent (family), unit or institutional education and society.
- c. Material and learning patterns is related with psychological growth
- d. Character education materials based on local wisdom
- e. Character education materials integrated within other leaning materials.

3. Character values based on National Character

There are character values related with Indonesian culture based on the Pancasila as follow: (a) Religious, (b) Honest, (c) Tolerance, (d) Discipline, (e) Work hard, (f) Creative (g) Independent, (h) Democratic, (i) Curiosity, (j) The Spirit of Nationality, (k) Love the country, (l) Rewarding Achievement, (m) Friendly / Communicative, (n) Love of Peace, (o) Joy of Reading, (p) Environmental Care, (q) Social Care, (r) Responsibility. The character values above need to be implemented in guidance counseling service to the students.

4. Psychology Perspective : Completing Personality

Character education psychologically will complete the effort of individual personality development that covers:

- a. *Koleris*; an individual with this personality usually has characteristic like independence, assertive, fiery, and love challenge. The character value of this personality is independent.
- b. *Sanguinis*; an individual with this personality usually has characteristics of loving something that is pratical, happy and always cheerful, surprise, pleased with social activity and having fun. The character value of this personality is social care.
- c. *Phlegmatic*; an individual with this personality usually has characterics tend to love cooperating, avoiding conflict, dislike the sadden changing, able to be a good friend and pleased to certain things. The character value of this personality is peace-loving and friendly character.
- d. *Melancholy*; an individual with this personality usually tend to love detail things, save anger, perfection, pleased in clear instruction and loving routine activity. The character value of this personality is peace loving character.

C. CHARACTER EDUCATION AND GUIDANCE COUNSELING SERVICE

1. Definition of Guidance Counseling

Shertzer and Stone (1971) assert that guidance is a process of helping individuals to understand themselves and their world. While, Sunaryo (1998) states that guidance is a process of helping individuals to achieve optimal development. Miler (1961) also states that guidance is process of helping individuals achieve self- understanding and self-directed that necessary to do self- adjustment toward school, family, and environment.

2. Objective of Guidance Counseling Service

Gnerally, according to Salwa (2004) the objective of guidance counseling is divided into six sections that are: providing behavior changing, helping to make decision, forming action power skill, accelerating person become rational, improving relation and understanding and managing anxiety. In addition, guidance counseling service also aims to:

- a. Help developing quality of individual personality that guided.
- b. Help improving quality mental health of client.
- c. Help developing effective behavior to individual and envirointment.
- d. Help client to overcome life problem and their life independently.

According to Prayitno (1999) the objective of counseling is to facilitate client that helped to:

- a. Effectively self- adapting to themselves and their envirointment, so it gains happiness.
- b. Turning themselves related with his potential more optimal development.
- c. Improving knowledge and self- understanding
- d. Strengthen motivation to do correct things.
- e. Reducing emotional stress through opportunity to express their feeling.
- f. Improving knowledge and capacity to make effective decision.

In character education context, guidance counseling service in the school certainly help student in solving character disorientation problem, so the potential of character values on student can develop optimally. In brief, the objective of guidance counseling service in the context of character education is to form characterized students.

3. Guidance Counseling and Character Building

Counseling teacher is often called school counselor. According to Daryanto dan Suryatri Darmiatun (2013) counselor is prioneer and coordinator education character program. It is caused that school counselor specially has duty to help students. Thus, school counselor must be very close with character education program.

School counselor must be able to involve all stakeholders in succeeding his program (BK service). Guidance counseling service program started from basic service like guidance counseling curriculum planning that contains material about character education such as teamwork, diversity(religious), honesty, handling anxiety, help other people (social), friendship, and etc (Daryanto, 2013:). Once the character education is very important in this country, therefore the teachers, counselor, lecturer or parents must always help character building of the students. Especially, for Indonesian school counselor must organize guidance counseling service (BK) that nuance character education values. The whole of teachers and educators either headmaster, teachers or counslelor teacher can be role model for the development of student character.

School also has to design the development activity and student's character building. The activity can be done independently in guidance counseling service (BK) or together with the other educators in school program that can be done with synergy to the others. Service provided by counselor can be preventive, curative, and preservative or developmental in order to implement the education goal to students development character. Preventive service (preventive function) intends to prevent student behavior not contrary with the expected character. Curative service (repair function) means that Guidance counseling service (BK) aims to repair student behavior as opposed to the expected character. Preservative activity or service means service that provided by school counselor is aimed to maintain and develop student appropriate behavior still in maintained well and getting better of its character development.

School counselor in the context of character education can play role as character educator, character education manager, character guidance counselor, role model or central figure, activity designer, problem solver and mediator.

4. Implementation of Character Education in Counseling

Due to the limited pages of this paper, this explanation below only takes two examples of character education implementation of independent and honesty value in individual counseling.

a. Independent value of character education in individual counseling

Independence derived from the word independent psychologically means individual situation where he or she is able to decide and do something without others help in his life. Thus ability only possible owned, if individual is able to think carefully about things that he had done or decided both from the advantages or disadvantages side. In the student context as adolescent, independence is adolescent psychological need. Independent adolescent means adolescent who learns and practices in making plan, chooses alternative, make own decision and responsible for everything he does. Independence also means attitude or behavior that is not easy depends on the others in finishing the tasks.

In individual counseling context, student's independence related with his ability to take their own decision in facing a problem. According to Prayitno (2012) decision taken by client itself means that student is turned to think, analyze, assess and conclude their own conclusion on what is in himself and his environment. Thus, students able to make their own decision to act, responsible and bear the risk that can arise as the result of their decision.

Independent is do something alone without other helps. Independent individual has characteristic show self-confidence, responsible, able to turn and develop themselves, behave diligently, initiative, creative and willing to do something without other helps (Hartono; 2011). The other characteristic of independent individual has competitive desire to move forward for his goodness, able to make decision and initiative to solve faced problem, has self-confidence in doing his tasks and responsible for what he has done (Deprina dan Sukmawati; 2013).

Independent student usually is characterized by the ability of self-determination and able to solve problem without any influence of the other people. Independent individual ideally always tries to solve faced problem diligently and tenaciously without expecting help from other people. In more detail, based on explanation above that related with individual counseling, independence can be seen from those characteristics below:

- 1) Able to make decision to solve problem that faced without other people help. Related with individual counseling, student able to make their own decision to solve problem that he or she faced without counseling teacher help.
- 2) Has a high initiative. When there is individual counseling, student is able to propose what is in their mind.
- 3) Has self-confidence. In individual counseling, student has high confidence and belief that he is able to do things that have been agreed for the sake of better changing on his self.
- 4) Responsible for what he did. In counseling session, for example when student is in fault, so the student admit that he was guilty.
- 5) Able to turn himself, where in the final stage of individual counseling agreed that to make better changing, so he must leave his bad behavior all this time. In this case, student must able to turn himself in order not to go back on his bad behavior in the past.

b. Honesty value of character education in individual counseling

It is actually difficult to define honesty. However, generally honesty can mean admitting, saying or giving information related with reality and truth. In Indonesia Dictionary, honest means not lying, straight heart, trustworthy words and not betray. If someone says not related with the truth and reality or not admit thing in what it is, so that person can be considered or assessed dishonesty or lie. Thus, honest is a character means daring to express personal belief and show who he is.

Based on explanation above, it can be understood that honesty will be reflected in behavior followed by straight heart (sincere), say related with reality, act related with the evidence and truth. Thus, honesty is one element of spiritual strength, noble character and personality.

In individual counseling context, honesty client (student) is associated with client behavior to say what really happened in him; without reducing or adding what he has presented and admit every acts that he has done both positive or negative.

Honesty cannot be taught theoretically and memorization. Building honesty value demands the existence of social life arrangement that realize these social values. Good modeling from guidance counseling teacher (school counselor) will send student

(client) in getting proper modeling to be personality mirror in student's life. Without enclosing modeling of honesty to personal guidance counseling teacher, student will lose public figure who usually convey them become fully characterized human (Emosda, 2014).

There are some noteworthy things of guidance counseling teacher in building honesty values to the students as follow:

- 1) Counseling material that given to students (clients) should be associated with reality and practice that exist in outside environment. Awareness between gap that given and practice will able to build realistic honesty that encourage efforts to find solution.
- 2) There is atmosphere of honesty environment that start from family, school, peer, and wider society. Adanya atmosfir lingkungan yang jujur mulai dari keluarga, sekolah, teman sebaya, dan lingkungan masyarakat yang lebih luas.

CONCLUSION

Based on the eludication above, it can be concluded as follow: *First*, character education is very important in the context of nation and country life. Through character education it will be able to develop citizenship character values regarding with the revelance citizenship character values and in turn will be able to build origin character of the nation. *Second*, implementation of character education in guidance counseling service can be done through individual counseling service. Through individual counseling service, counseling teacher can build atmosphere to grow and develop national character values. Counselling teacher also can be role model toward the implementation of character values in daily life within the nation and country life.

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