



Strengthening Character Education Through Guidance and Counseling Management

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ABSTRAK

Manajemen bimbingan dan konseling adalah suatu kegiatan manajemen yang dilakukan untuk mencapai tujuan bimbingan dan konseling yang efektif dan efisien dengan memanfaatkan berbagai sumber daya yang tersedia. Pengelolaan layanan bimbingan dan konseling dikelola oleh tarekat suster yang memiliki keunikan dalam pengelolaan sekolahnya dan semangat atau spiritualitas yang menjiwai tarekat tersebut. Tujuan penelitian ini adalah untuk mengetahui fungsi manajemen pelayanan BK dalam penguatan pendidikan karakter. Metode penelitian deskriptif mengembangkan kondisi secara keseluruhan sehingga dalam penelitian ini tidak ada sampel, tetapi mengambil keseluruhan subjek sesuai dengan tujuannya. Pendekatannya adalah kualitatif, untuk dapat menggambarkan subjek penelitian secara lebih mendalam dan mengetahui fenomena nyata yang ada di lapangan. Pengumpulan data dilakukan secara kualitatif melalui wawancara, observasi, dan dokumentasi. Teknik analisis data adalah pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Untuk mendapatkan keabsahan data dilakukan triangulasi data. Hasil penelitian menunjukkan bahwa perencanaan layanan bimbingan dan konseling sudah tepat sasaran, guru bimbingan dan konseling pada tahap pelaksanaan berjalan sesuai rencana karena kesadaran akan tugasnya, pelaksanaan layanan bimbingan dan konseling berdasarkan program, namun beberapa program tidak dapat dilaksanakan dengan benar. baik, pengawasan kepala sekolah terhadap program layanan bimbingan dan konseling belum optimal.

ABSTRACT

Guidance and counseling management is a management activity carried out to achieve the goals of effective and efficient guidance and counseling by utilizing various available resources. The management of guidance and counseling services is managed by a congregation of nuns who are unique in the management of their school and the spirit or spirituality that animates the congregation. The purpose of this study is to determine the function of BK service management in strengthening character education. The descriptive research method develops conditions as a whole so that in this study there is no sample, but takes the whole subject according to the objectives. The approach is qualitative, to be able to describe the research subject in more depth and to know the real phenomena that exist in the field. The data were collected qualitatively through interviews, observation, and documentation. Data analysis techniques are data collection, data reduction, data presentation, and drawing conclusions and verification. To obtain data validity, data triangulation was carried out. The results show that guidance and counseling service planning is right on target, guidance and counseling teachers at the implementation stage go according to plan because of their awareness of their duties, guidance and counseling service implementation is based on the program, but some programs cannot be implemented properly. good, the principal's supervision of the guidance and counseling service program is not optimal.

1. INTRODUCTION

Facing the challenges of the 21st century requires cultivating the personal growth of students and the ability to fulfill social responsibilities as future citizens capable of making wise decisions. It is the broad goal of character education to build a foundation for lifelong learning, support successful relationships at home, in the community, and at work, and develop personal values and virtues for sustainable participation in a globalized world (Ansori, 2020; Rohmanurmeta & Dewi, 2019). Character development takes a long time, so this development should be done as early as possible (Cahyaningrum et al., 2017). Humans with a noble character or moral character are called civilized humans and have a price or value (Amka, 2017; Sajadi, 2019). Noble character or morality is built through education, both education at home (family), at school, and in the community. In the family and community environment, students should be taught about prevailing norms and the cultivation of high values. Schools are

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institutions that facilitate the development of student character so that schools have guidance and counseling services that have been made very strategic to build character (Al Anshari, 2019; Saleh & Suriansyah, 2021).

The Indonesian state has formulated the importance of developing character education, this is stated in Article 3 of the Law of the Republic of Indonesia UU Number 20 of 2003 which states, National education functions to develop capabilities and shape the character and civilization of a nation with dignity to educate the life of the nation, aiming for its development. the potential of students to become human beings who believe and have devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, independent, and become democratic and responsible citizens. This article is the basis for the development of character education for the formation of human character, especially the younger generation (Suwartini, 2017). Although character education has become a staple of lessons in the world of education in Indonesia, the expected results are still far from the rampant immoral acts among students, fights between students, drug cases that ensnare students, and indiscipline (Maunah, 2016). Also, in the globalization era with the entry of foreign cultures into Indonesian territory, if it is not handled with strong character education, it can affect the sense of nationalism of the young generation towards the nation and state (Yudhanegara, 2015). Facing these problems and preparing a generation of nations with character and ability to compete, the government strengthens character education (Messi & Harapan, 2017; Untari et al., 2012). This is stated in President Regulation No. 87 of 2017, and Permendikbud No. 20 of 2018 concerning Strengthening the Character of Education in formal education units by developing five interrelated characters, namely religiosity, nationalism, independence, cooperation, and integrity integrated with the curriculum.

The character education launched by the government has so far been less applicable because some schools still provide character education through subjects (Aminah, 2018). Whereas the implementation of character education requires a personal approach from a supervisor to facilitate the delivery of messages or information about character education (Noya & Salamor, 2020). Supervising teachers can oversee six counseling services including personal development, social development, learning development, career development, family life development, and religious life development (Karina, 2018). With the guidance and counseling provided by the supervisor, it is expected to be able to direct students' behavior towards the good character and noble character. For this reason, schools need to develop guidance and counseling management that not only focuses on solving student problems but also supports an effective, creative and effective learning system. innovative so that schools in addition to graduating students with high grades but also of high character and character (Rohmah, 2019). Guidance and counseling management is a management activity carried out to achieve the goals of effective and efficient guidance and counseling by utilizing various available resources (Rahman et al., 2018). This activity is carried out by counselors to facilitate guidance and counseling functions starting from planning, organizing, implementing, and evaluating (Zamroni & Rahardjo, 2015). Guidance and Counseling Planning is very important because the planning in the Guidance and Counseling program is the direction of implementation. Planning is an effort to achieve or achieve the goals of counseling in a more systematic, coordinated, and directed manner (Isnaini, 2018; Supriyanto et al., 2019).

SMA Bunda Hati Kudus Jakarta which is managed by a congregation of nuns is unique in its school management. It can be seen that the school is colored by the spirit or spirituality that animates the congregation. The development of spirituality that is lived out by Bunda Hati Kudus High School, namely HATI Spirituality which has Christian spiritual nuances and is guided by the Bible scriptures. The development of this spirituality aims to shape students to have the sensitivity and ability to manage themselves into compassionate individuals, to love God whom they believe in and to express it in their daily life (Putra, 2017). The time available for the BK program is only one hour per week even though it is required to be two hours per week, mentoring with a ratio of one BK teacher to 150 students is deemed ineffective, considering that only one BK teacher is provided. The counseling teacher only uses the available time as effectively as possible and works closely with the homeroom teacher which is called guardianship. The values of strengthening character education include religious, nationalist, cooperation, independence, and integrity (Kusnoto, 2018). guidance and counseling services implement the value of strengthening character education through the role of a counselor and work with parents, teachers, school principals, and school principals in the student sector (Rohmah, 2019).

The focus of this research problem is character education through the management of BK services as an effort to improve the quality of graduates of SMA Bunda Hati Kudus Jakarta. The scope of this is the function of planning, organizing, mobilizing, and supervising the BK service program as an effort to improve the quality of graduates at SMA Bunda Hati Kudus Jakarta. The purpose of this research is the management of counseling guidance services as an effort to strengthen character education to produce quality graduates of the Bunda Hati Kudus Jakarta High School (Kurniawan, 2015). The benefits of the

results of this research can contribute to the development of knowledge, especially in BK management, and as a comparison for the implementation of BK programs in other areas to improve the quality of education.

2. METHODS

This research was conducted at SMA Bunda Hati Kudus which is located at Jalan Rahayu Number 22, Grogol Petamburan, West Jakarta. When the research was carried out in a period of 6 (six) months, from November 2017 to March 2018. The primary data sources in this study included files and documents related to school programs and special BK programs for Bunda Hati Kudus High School BK, note the results field. observations, and notes on the results of interviews with several informants such as the principal, counseling teachers, students, and alumni of the Bunda Hati Kudus high school Jakarta. According to Sugiyono, the data collection techniques used by researchers in this study consisted of observation, interviews, and documentation study. Observation is an activity to look for data that can be used to provide a conclusion or diagnosis (Sugiyono, 2014; Suharsaputra, 2014). Interviews were conducted to gather as deep information as possible through informants who were directly involved in the preparation, implementation and to those who were the subject of BK program assistance at SMA Bunda Hati Kudus Jakarta. Interviews were conducted by researchers with school principals who are also counseling teachers for twelfth-grade students, counseling teachers, and several alumni of Bunda Hati Kudus Jakarta High School. The documents needed in this study are the BK program in the form of books, guidebooks for the implementation of education, data on alumni of Bunda Hati Kudus High School, and notes made by BK teachers. Furthermore, Miles and Huberman proposed an interactive model data analysis scheme as shown in Figure 1.

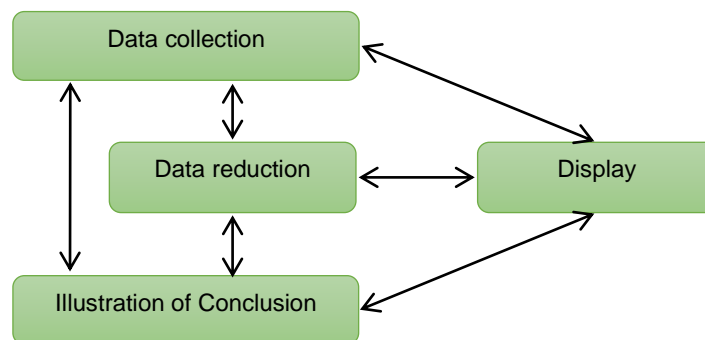


Figure 1. Schematic of Interactive Model Data Analysis (Milles & Huberman, 1992)

The data validity checking technique in this study uses the triangulation technique which in testing the validity of the data is interpreted as checking data from various sources in various ways, and at various times (Sugiyono, 2014). In addition to triangulation, efforts to obtain credible data are also carried out by recording and recording in detail the various findings and information obtained in the field, so that rich, complex, and heterogeneous data and information are obtained. Rich and heterogeneous data with high complexity are then juxtaposed and compared with one another to obtain credible data.

3. RESULT AND DISCUSSION

Results

Bunda Hati Kudus High School (BHK) is a Catholic religious-based private school. This school has been accredited A and the vision of BHK High School is to make the younger generation have a whole personality, are intelligent, live up to Christian values. The mission is to carry out quality, intellectual, mental, spiritual, and social education process based on the spirituality of the heart. The goal of BHK High School is to be ready to enter a higher level of education, solid personality The curriculum used is the 2013 curriculum. The pioneers and managers of this school, are the Princess sisters. Mother of the Sacred Heart, one of the Congregations in the Catholic Church who is in agreement with the MSC (Missionaries of the Sacred Heart) faith who also works in the Parish of St. Christophorus. Mother Maria (Mother of Jesus) who was given the title "Mother of the Sacred Heart" (in Latin: Domina Nostra Sacro Corde) by Peter Jules Chevalier (founder of the MSC + PBHK Congregation) became the patron of BHK schools. Parish of St. Kristofus, at the end of 1970, still needed a vehicle to educate parish children at Senior High Schools. So

the Bunda Hati Kudus High School was opened, precisely on January 12, 1971. The education managed by the PBHK sisters under the auspices of the Asti Dharma Foundation seeks to build a community imbued with the spirit of Compassion, Care, Competence, and Change. To develop this spirit, it needs to be supported by a calm atmosphere and a spirit full of hope and optimism to build a life based on truth. BHK SMA always strives for a clean, tidy, and pleasant atmosphere and environment and strives to provide the best service in the education process. Based on data from <http://sekolah.data.kemdikbud.go.id/> The total number of teachers consists of 22 people, many male students are 164 people, female students are 151, and study groups are 13 with science and social studies.

In planning the BK service management at Bunda Hati Kudus High School, several activities are carried out, namely: Holding a meeting with the Asti Dharma Foundation to determine the purpose of BK services following the vision and mission of Bunda Hati Kudus High School; Set goals to be achieved; Determine the strategy to be implemented; Determine the personnel to be assigned the task; Discuss and determine costs and supporting facilities; Together with the teachers, determine and enter a mentoring schedule for students both in the classroom and outside the community in collaboration with teachers and other related personnel.

The research findings regarding organizing the BK services at SMS Bunda Hati Kudus Jakarta are well done and have several propositions such as: The guidance and counseling service teachers are qualified as counseling psychology teachers with a background in counseling psychology and a teacher with years of experience as a counseling counselor teacher. BK teachers participate in every training organized by the West Jakarta education service clan for BK counsellors/teachers through the MGBK and from the Jakarta Archdiocese Catholic Education Council; Organizing BK services involves all school members; Organizing BK services under the Principal and assigning them to guidance and counseling teachers and jointly designing BK service programs; The next stage is the stage of designing and creating a program and continuing with socializing it in a teacher meeting at the beginning of the new school year. After discussing the program and obtaining approval from the Principal along with the teachers, the program is ready to be implemented; In the implementation process of the BK service program, it involves all school stakeholders, either directly or indirectly involved.

The research findings regarding mobilization in BK services at SMA Bunda Hati Kudus Jakarta are well done and have several propositions as: Mobilization of BK services involves all school stakeholders; Mobilization of BK services is carried out by holding meetings with teachers at the beginning of the new school year, monthly meetings, and meetings with parents of students. The aim is to socialize the profile of the Bunda Hati Kudus High School and its vision and mission, programs, and support units that will help students during the education process at Bunda Hati Kudus High School. One of the most important things is mentoring students through BK services; Mobilization of BK services is carried out through the motivation of the Principal to all school stakeholders. The purpose of providing motivation is for them to be more responsible in carrying out their duties; The movement of BK services is carried out by competent personnel. So BK teachers are obliged to attend training organized by the BK Teacher Conference (MGBK) and the MPK (Catholic Education Council) of the Jakarta Archdiocese; Implementation of BK services refers to plans that have been made, which are carried out daily in learning and mentoring that involves teachers, students, and all school members. The homeroom teacher is obliged to know the guardianship of the student, the subject teacher observes the development of the students, the counseling teacher teaches and assists the students; The mobilization of BK services at SMA Bunda Hati Kudus Jakarta is carried out comprehensively by mobilizing stakeholders to be involved directly or indirectly so that each individual carries out their duties and responsibilities optimally according to their respective duties and roles.

The findings regarding the supervisory function of BK services in SMA Bunda Hati Kudus Jakarta have several proportions as: Supervision is carried out by two parties, namely the principal and representatives from the Education Office; Internal supervision of BK services is carried out by the Principal continuously with the help of teachers and BK teachers, either directly or indirectly, as well as reports from all teaching staff; Supervision is carried out through a teacher meeting once a month. On that occasion, the teachers gave reports to the Principal about what had been done, reports on the progress of students so that teachers knew and exchanged information to plan further development; Supervision can be done in the form of monitoring by all school stakeholders; Implementation of BK services made indicators or measuring tools for the success of services to students through annual evaluations. From the evaluation, the overall data obtained from the BK service objectives planned, and from successful and unsuccessful programs.

DISCUSSION

Planning BK services at SMA Bunda Hati Kudus Jakarta

The vision, mission, and objectives of BK services are part of the vision and mission of Bunda Hati Kudus High School which is under the umbrella of the Asti Dharma Foundation. Every year the school makes or revises previous plans. The aim is to realize the optimal vision and mission of BK services. BK service planning begins with a need assessment. Compilation of BK service working groups. Its members consist of the Principal, Deputy Principal of student affairs, BK teachers, and homeroom teachers. Making work program for BK services for class X-XII. The working group involved in making the program, namely, the Principal, the BK Teacher, the Vice Principal for Curriculum & Student Affairs, and the homeroom teacher. It is this group that makes work programs following the Vision and Mission of Bunda Hati Kudus High School. Participation or participation refers to the knowledge, opinions, ideas of someone who is included in the decision-maker is an important part of the work of an organization (Fahmi, 2019; Hidayat et al., 2020).

BK service planning is carried out following the Standard Operating Procedure which consists of; Determining organizational goals, Establishing the overall strategy so that organizational goals are achieved, and developing an overall plan to integrate and coordinate the activities of an organization. Tambunan argues that the Standard Operating Procedure is guidelines that contain standard operating procedures within an organization that are used to ensure that all decisions and actions, as well as the use of facilities, processes are carried out by people in the organization which is members of the organization to run effectively and efficiently, consistently, standard and systematically (Rusmini, 2021; Saragi & Zahra, 2021). Planning for BK services at Bunda Hati Kudus High School is following the existing SOP. But in planning, not all employees or those with an interest in BK services are fully involved. However, the results of the agreement will be disseminated to all education stakeholders so that all members of the organization can work together and can implement service programs that have been agreed upon and established as joint planning so that BK services can be realized. After the researcher analyzed, it turned out that the data found had relevance to existing concepts. vision and mission that have been made since the beginning, every year planning is held by following the SOP to realize the vision and mission of the institution and work programs that have been implemented properly and have a control system to ensure that the program is implemented according to the plan made Researchers in the field found the findings that in planning and implementing effective and efficient education, also the development of human quality through well-managed BK services. So the BK teacher plans to make a special BK administration device.

Organizing Counseling Guidance Services

The organization of BK services cannot be separated from the school infrastructure. Supporting facilities for BK services at Bunda Hati Kudus High School are already available, namely the BK teacher room, three student guidance & counseling rooms, and a prayer room for spiritual activities. Even so, it is necessary to provide electronic data storage facilities to make it easier to search for data for the needs of mentoring students. Based on its function, the BK Service Program is coordinated by the Principal but is assisted by the BK Coordinator and the BK Teacher (Malkoç & Sünbül, 2020; Tohirin, 2014). In its activities, the BK Service Program requires the readiness of the organization in determining resources, activities to achieve certain goals. Coordination is the key to BK service management. This is because every activity from planning to supervision requires synergistic coordination among all the organs involved. This is reinforced by the opinion who said that counsellors need to pay attention to several things in organizing, namely: 1). All school personnel must be assembled in a container so that they are manifested in one unit to provide BK services, 2). Perform common perceptions in providing services which include work mechanisms, work patterns, and work procedures, 3). There are clear details about the duties, responsibilities, and authorities of each (Mangantes, 2021; Rahmawaty, 2017).

Supervision Function in Achieving BK Service Goals at SMA Bunda Hati Kudus Jakarta

Supervision activities (supervision) are part of the managerial function carried out to observe, measure operational activities, and achieve results by predetermined standards. Controlling is the measuring and correcting objectives of subordinates to assure that events conform to plans (Mubarak, 2017; Ristianti et al., 2020). From the results of the above research, it confirms opinion that supervision is defined as a process of measuring performance, comparing results with objectives, and taking corrective action as needed (Memah et al., 2019). Performance measurement is carried out following the SOP. This starts from the stage; Planning, Organizing, Mobilizing and Monitoring. Supervision in the form of monitoring is carried out to ensure that the planning that has been made is carried out supported by the homeroom teacher, subject teachers, BK teachers, and school principals who carry out their duties with

the same goal, namely the implementation of BK services carried out according to plan (Puspitasari et al., 2019; Reksa et al., 2021).

Based on the results of this study, it can be concluded that the existence of supervision will help the assessment process whether planning, organizing, mobilizing has been implemented effectively. Planning is made right on target following the vision and mission of the organization and involves all stakeholders including parents. The implementation of BK services is carried out not only to increase knowledge but is applied to shape the character of students who analyze their personal, social environment, have adequate intellectual abilities, and can plan their future for themselves. This can be seen in every BK service activity both in class, in the guidance and counseling room, holding home visits, and also observing BK teachers through their respective parents. Evaluation and development continue to be carried out so that BK services will be more beneficial for students, parents, teachers, and all school members.

4. CONCLUSION

Strengthening character education in schools to build a young generation with character requires hard work in making it happen. Strengthening student character can be done with the existence of a good guidance and counselling program that is structured systematically and directed. To compile the intended program, a guidance and counselling management system is needed that can guide the implementation of counselling guidance activities. The management of counseling guidance at SMA Bunda Hati Kudus Jakarta has carried out well, starting with determining the Vision-Mission and what is needed, mobilizing existing human resources, supervising in-depth guidance and counseling activities, and evaluating the guidance and counseling activity program. Although the results of the internal evaluation still need improvement, this is a trigger for all parties to be able to give their best in supporting the strengthening of character education for students through counseling guidance programs.

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