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THE EFFECT OF GUIDANCE AND COUNSELING MANAGEMENT ON STUDENT CHARACTER DEVELOPMENT IN THE MERDEKA CURRICULUM

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ABSTRACTS

Background: The background of this study focuses on the crucial role of character education in shaping the morals and personality of students, particularly within the context of Madrasah Aliyah in Bandung Regency. With the evolving social challenges, a systematic approach to guidance and counseling is essential to support the character development of students. **Purpose:** The purpose of this study was to identify the influence of guidance and counseling management on the character development of students in Madrasah Aliyah in Bandung Regency. **Method:** This study uses a quantitative approach to the survey method. Data analysis techniques were carried out through observation, interviews, documentation, and questionnaires which were distributed to 37 guidance and counseling teachers. **Result:** The results showed that there was a significant influence between the management of counseling guidance and the character development of students in Madrasah Aliyah in Bandung Regency by 23.6% and the remaining 76.4% was influenced by other variables not examined, with $T_{hitung} 5,581 > T_{tabel} (0,682$ and a significant value of $0,000 < 0,05$. **Conclusion:** The results of this study indicate that effective guidance and counseling management can be the key to improving student character development

A. INTRODUCTION

Education is a need that cannot be separated from human life. In this increasingly modern era, education is a capital that we must have in facing the demands of the times. The advancement of a nation is influenced by educational factors, the educational process is very important in creating the next generation of the nation. Therefore education is a field that must be prioritized in an effort to educate the life of the nation.

The function of national education is to maintain the values that exist in society so that they are preserved, as a means of developing society so that it becomes better and efforts to develop human resources so that individual potential can develop into human beings with noble character, this function must be carried out and requires support from all parties to achieve this trust. Education also seeks to develop the potential contained in students, assist and guide the growth and development of students regularly and systematically towards maturity. This is in line with the goals of national education as stated in the law on the national education system no. 20 of 2003 article three (Depdiknas, 2003: 12) which reads: National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen.”

Based on this law, it can be understood that education does not only form intelligent Indonesian people, but also personality or character based on the noble values of the nation and religion. In order to achieve the mandate of the 2003 National Education System Law, article three, in an educational institution, support from all parties is needed, therefore management is needed to achieve the success of this goal. Management is very important and needed in an organization or individual, including in the world of education, this is because management is related to achieving a goal. Management according to George R. Terry (Badrudin 2015) is a process or framework, which involves guiding or directing a group of people towards organizational goals or real intentions. The purpose of management here is a process that involves a group in a better direction in achieving goals, namely forming intelligent human beings who also have personality or character based on the noble values of the nation and religion.

The educational process aims to form or develop human beings with character based on the noble values of the nation and religion, a facilitator is needed. An educational program in an educational institution that is structured to facilitate the development of students also ensures that students grow in good character, namely guidance and counseling. And in line with the Minister of Education and Culture Regulation No. 111 of 2014 (Kemendikbud 2014) which reads: Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort carried out by counselors to facilitate the development of students to achieve independence in his life. Hellen (Hallen 2002: 35) argues that the position or status of the implementation of guidance and counseling activities in a process of implementing educational activities is something that is really needed for its implementation, this is done to focus its activities on helping students personally so that they can be successful in the process. education he is currently pursuing.

Guidance and counseling programs in educational institutions have various kinds of arrangements, which aim to make it easier to achieve the targets that have been planned. The setting is management, management is needed in guidance and counseling. With management, guidance and counseling a school can be structured and clearly implemented. So that it can be seen clearly when evaluated which part needs to be repaired. Guidance and counseling management in schools (Hikmawati 2011: 24) is an attempt to assist students in character development, personal life, social life, learning activities, and career planning and development. Guidance and counseling facilitate the development of students individually, in groups, and or classically, according to their needs, potential, talents, interests, development, conditions, and opportunities. This service also helps overcome weaknesses and obstacles as well as problems faced by students. The urgency of guidance and counseling management according to Anas Salahudin (Salahudin 2010: 35) in the world of education not only refers to the fact that students in an educational institution are not the same, and each individual has a completely different social background. different from the others. Varied social backgrounds and learning abilities will cause problems which then become obstacles to the successful implementation of educational activities in an educational institution so that the presence of guidance and counseling management is one of the efforts to create successful education, namely forming intelligent human beings who also have personality or character based on noble values of the nation and religion.

The task of guidance and counseling management is to pay attention to the rounding or development of student behavior or character. In educational institutions there is also character education which aims to shape the personality of students. Character education (Syarbini 2012) is not a type of subject such as Islamic Religious Education (PAI), Pancasila Moral Education (PMP) or others, but the process of internalizing or instilling positive values in students so that they have good character according to their values. referenced both from religion, culture, and state philosophy.

Effective character education will be found in schools that allow all students to show their potential to achieve very important goals including the rounding/development of student character. Therefore, it is hoped that this character education can be implemented using assistance from guidance and counseling services, because the task of guidance and counseling is to pay attention to the rounding (development of attitudes and behavior) of students. There are several factors why the guidance and counseling program is important for developing student character, namely there are several problems in education and teaching in schools that cannot be solved by teachers as teachers, sometimes teachers as teachers are bound by tasks that must be completed and the task is contrary to the interests and wishes of students, there are several activities in the context of educating students that must be carried out by school officials who are not teachers, also conflicts sometimes occur between students and teachers whose solution requires a third party (Rohmah 2019: 23).

Based on the results of a journal research entitled Guidance and Counseling through the Development of Noble Morals of Students Based on Al-Gazali Thought (Hasanah, Gustini, and Rohaniawati 2016) a phenomenon was found that the majority of students felt the biggest problem, namely social problems (adolescent world), especially association of the opposite sex, whereas in the results of other research journals about character education in guidance and counseling are oriented towards the Psychological well being of student (Edmawati, M.D & Ahsan 2017) the phenomena that

occur in our education are considered to highlight the cognition side but minus the emotions and morals so that the character according to the moral foundation is not formed in students.

These phenomena certainly worry various parties, especially considering the opinion of Thomas Lickona (Edmawati, M.D & Ahsan, 2017: 40) there are ten signs of human behavior that indicate the direction of the destruction of a nation, namely (1) increased violence among adolescents; (2) entrenched dishonesty; (3) increasing disrespect for parents, teachers and leaders; (4) the influence of peer groups on acts of violence; (5) increasing suspicion and hatred; (6) use of bad language; (7) decreased work ethic; (8) decreased sense of individual and citizen responsibility; (9) increased self-destructive behavior; (10) the blurring of moral guidelines. Of the ten signs of human behavior that indicate the direction of the nation's destruction, judging by the phenomena that occur in Indonesia, sadly these ten signs occur in the world of education in Indonesia. This includes educational institutions at MA Darul Hikam Banjaran. Based on a preliminary study conducted by researchers, juvenile delinquency is a problem in this educational institution. Character education is seen as an alternative solution to overcome this phenomenon. In education, the problems that occur in students, especially regarding student character, are the focus and main study of school Guidance and Counseling. This is very relevant if you see that education is a conscious effort aimed at developing personality, including self-potentials.

With guidance and counseling provided in schools, it is hoped that the character of students who have good personalities and good morals will develop so that smart, skilled and religious school output is created. Schools have a role or responsibility in helping students achieve their developmental tasks. Therefore, schools are needed that have conducive conditions, a condition that can facilitate students to achieve developmental tasks including character development.

B. METHOD

The approach used in this research is a quantitative approach. Quantitative research is a method or step based on the philosophy of positivism, with the aim of collecting data from populations and samples used as research tools, while the analysis uses statistics in the form of quantitative by describing and testing a predetermined hypothesis, (Sugiyono 2018: 15). Thus the researcher wants to obtain data that can reveal the influence of guidance and counseling management on the character development of students in MAS throughout Bandung Regency. The research method used by researchers is the survey method. Survey research is research that is used to find out the sample you want to use whether a large sample or a small sample, but data collection is used with sample data in that population, by finding relative incidence, distribution, and variables between psychological or sociological (Sugiyono 2018: 35).

C. RESULT AND DISCUSSION

Counseling Guidance Management

The results of the research on variable X (guidance and counseling management) at Madrasah Aliyah throughout Bandung Regency using indicators with several aspects, namely planning, organizing, directing, and supervising can be said to be successful because the average value obtained from a questionnaire that has been distributed to 37 respondents entered in the moderate qualification with an average of

3.2 which falls into the interval range of 2.60-3.39. The results of these values fall into the medium category. Based on the results of research at Madrasah Aliyah in the Bandung Regency, good results were obtained in the management of counseling guidance, this can be seen from the planning that has been structured by starting with making a program, planning therapy methods that will be given to students who will be consulted, there is a clear consultation schedule, and complete and adequate facilities with a special guidance and counseling room so that the plan can support guidance and counseling service activities in Madrasah Aliyahs throughout Bandung Regency. Likewise, the organization has been well implemented, marked by cooperation between the counseling teacher and students and homeroom teachers, besides that regular meetings are also held with parents of students, besides that there is awareness of the duties, authority and responsibilities of each. guidance officer. The organizing process is carried out in order to create effective relationships between individuals and create work roles in a formal structure that is structured, orderly, and mutually responsible for what has been assigned to them and work together in achieving what is intended. As for the guidance and counseling activities that are directed well, this is indicated by good coordination between school personnel, good supervision of students with problems, and the provision of good guidance and counseling services. Whereas the supervision has also been carried out well, marked by corrective actions to ensure that all human resources are used effectively and efficiently in achieving the goals of counseling guidance services, besides that there is also a feedback information system seen from communication between parents of students and guidance counseling teachers to find a solution together. So it can be concluded that the guidance and counseling management has a significant influence on the development of student character. Thus, the success of student character development is influenced by the organizational ability to manage guidance services at the school.

The results of this study are in line with several other studies including: 1) Research on the effectiveness of the guidance and counseling program in secondary schools. This research was conducted by Hasan and Handayani (2020) and shows that an effective guidance and counseling program can improve student achievement; 2) Research on the role of counselors in increasing student satisfaction with guidance and counseling programs. This research was conducted by Wahyudi (2020) and shows that the role of counselors who are active and involved in guidance and counseling programs can increase student satisfaction; 3) Research on the effect of the principal's support on the implementation of the guidance and counseling program. This research was conducted by Nurliana (2019) and shows that high school principals' support for the guidance and counseling program can increase the effectiveness of the program.

This is in line with the theory of guidance and counseling management, that guidance and counseling management includes the following processes: 1) Planning, this process is the initial stage of the guidance and counseling management process. In this planning, a needs analysis must be carried out, setting goals, and determining the required resources; 2) Organizing aims to create an effective and efficient organizational structure which includes the division of tasks, authorities and responsibilities within an institution; 3) Implementation, in this stage in the form of implementing a counseling guidance program that has been planned and organized. In organizing it is necessary to select appropriate methods and techniques to achieve the stated objectives; 4) Supervision, in this stage includes evaluation and supervision of the implementation of

the guidance and counseling program. The aim is to find out how far the program has succeeded in achieving its goals and how improvements can be made if there are deficiencies.

There are several obstacles encountered in this guidance and counseling management research, including: 1) Limited time and guidance and counseling resources to provide effective services for students, especially in schools with limited budgets or few counseling staff; 2) The limited number of counselors in several schools is not enough to provide adequate services for students. So that students who need guidance and counseling cannot be accommodated optimally due to the limited number of counselors; 3) Diverse needs: Students have different needs, and counselors need to be able to deal with these different needs. However, counselors may not have sufficient training or experience to treat special needs, such as complex mental or emotional disorders; 4) Lack of support from the school: Counselors need support from the school to do their job effectively. However, in some cases, the school may not provide sufficient support, both in the form of resources and in the form of administrative support which can hinder the counselor's efforts to provide optimal service to students.

Character Development

The results of the research on variable Y (character development) at Madrasah Aliyah in Bandung Regency with indicators of sincerity/honesty, compassion, courage, compassion, self-control, cooperation, and hard work can be said to be successful because the average value obtained from the questionnaire which has been distributed to 37 respondents is included in the medium qualification with a value obtained of 3.2 which is included in the interval range of 2.60-3.39, the results of this value are included in the medium category. Based on the results of research at Madrasah Aliyah in the Bandung Regency, it was found that in order to develop the character of school students, they strive to provide good guidance and counseling services in order to strengthen student character through a guidance and counseling program involving public support and cooperation between schools, families and communities. As for the results of developing student character in general, information is obtained that students are able to show a harmonious attitude between good words and deeds, students are able to convey the truth, admit mistakes, can be trusted, and act honorably, students also have attitudes that reflect concern for others, dare to be responsible for all their actions, carry out their duties and obligations properly, have a consistent attitude towards all forms of applicable rules and regulations, have an attitude of reminding each other in kindness and work together to protect the school environment, act correctly when faced with difficulties and follow one's conscience than the opinion of many people, and have a serious attitude when doing something. So it is hoped that the implementation of counseling guidance services in schools can be carried out and applied effectively and efficiently, in order to achieve more optimal goals for the development of character values that exist in students. Character education is much more likely to work when it is well designed, when it relies on research-based principles and meaningful conceptual frameworks, and when it is fully and accurately implemented. In addition to the expected role of guidance and counseling teachers and parents at all grade levels agree on the three most important character values for learning. The three characters are as follows: (1) respect for oneself and others, (2) honesty, and (3) self-control/discipline.

There are several studies that are in line with the results of this study including:

- 1) The Effect of Character Education on Student Behavior by S. Jamali and M. Amini (2015), this study shows that character education has a positive effect on student behavior. Implementation of character education in a planned and systematic way can help students to develop good moral values;
- 2) The Effectiveness of Character Education Program for Elementary School Students by S. Song and S. Park (2017), this study shows that character education programs are effective in improving students' social and emotional skills in elementary schools. The program also helps students to develop a sense of responsibility, empathy, and good morals;
- 3) The Implementation of Character Education in High School: A Case Study by T. Gunawan and DW Sari (2019), this research shows that the implementation of character education in high schools can help students to develop good moral values and social skills . Implementation of effective character education involves the active role of teachers and parents;
- 4) Character Education in Schools: A Review of the Literature by AE Wilson and SA Angelis (2018), this research is a literature review on character education in schools. The results show that character education has a positive impact on students' behavior and academic achievement. Implementation of effective character education involves a clear curriculum, appropriate assessment, and a supportive school environment;
- 5) Character Education and Academic Achievement: A Meta-Analysis by JL Gage and JJ Berliner (2015), this study shows that character education is positively related to student academic achievement. Students who take part in character education programs tend to have better grades and lower absenteeism. These studies show that character education can help students to develop good moral values and social skills, as well as improve student behavior and academic achievement. Effective implementation of character education involves the active role of teachers, parents, and a supportive school environment.

The obstacles found by researchers include: 1) The family environment can influence the development of student character, such as parenting, values, norms, and customs that are applied in the family. If the family environment is not supportive or even negative, then this can have a negative impact on the development of student character; 2) An unsupportive or unsafe school environment can affect students' motivation to learn and develop socially and emotionally; 3) Social media can influence student character development, especially if students spend too much time on social media and are exposed to content that is inconsistent with the values they want to instill; 4) The physical development and health conditions of students, because students who are unhealthy and often sick experience a decrease in motivation and a lack of focus on learning and character development. Several factors influence the development of student character, including the social environment, education, life experiences, and the values applied by the family and society. Therefore, student character development strategies or programs need to be designed by considering these factors.

Relationship between Counseling Guidance Management and Character Development

The development of character education can be realized through guidance and counseling management. In connection with the management concept, the application or implementation of guidance and counseling management is one of the manifestations of a systematic activity on how to plan a guidance and counseling

activity, how to mobilize existing human resources in guidance and counseling organizations to achieve goals, oversee how guidance and counseling activities are carried out. ongoing counseling and assess guidance and counseling activities. So that with the guidance and counseling management can realize educational goals, especially in the development of student character education.

The existence of good guidance and counseling management will strengthen character education in schools. Bearing in mind that the educational process does not only include administration sub-systems and instruction sub-systems, but there is also a sub-system for providing assistance or student coaching (pupil/student personal service) called guidance and counseling. In accordance with Law no. 20 of 2003 concerning the National Education System (Sisdiknas) that the purpose of education is to form students who have noble character (good character), so it becomes an important joint task in carrying out guidance and counseling management as a form of strengthening character education in schools.

From the hypothesis test, the result is that there is a positive influence between guidance and counseling management and student character development in Madrasah Aliyah in Bandung Regency, this can be seen from the calculations obtained from 0.408 in the interval coefficient 0.40-0.59 (moderate) and with a significance value of 0.000 <math>< 0.05</math>, it means that there is an influence between the management of counseling guidance and the character development of students in Madrasah Aliyah in Bandung Regency. So it can be concluded that the management of counseling guidance with the development of student character has an influence. In other words, guidance and counseling management is one of the factors that influence character development in Madrasah Aliyah in Bandung Regency. With the results obtained that the better the guidance counseling management value that is owned the higher the character development. The implication of the results of this study is that the guidance and counseling management in Madrasah Aliyah can affect the development of student character.

The implementation of guidance and counseling management in character development at Madrasah Aliyah in Bandung Regency through the stage of implementing management functions, according to the theory put forward by Tohirin, namely revealing guidance and counseling management can also mean working with people to determine, interpret, and achieve the goals of guidance services and counseling with the implementation of planning, organizing, implementing and controlling functions. Following are the steps for guidance and counseling management in character development in Madrasah Aliyah throughout Bandung Regency, namely the first step is planning, in this case the guidance and counseling programs are systematically designed to reach all levels of students, various problems and needs. from students identified with the right method then obtained the appropriate guidance and counseling programs. The second step is organizing (organizing), the process of organizing is carried out in order to create a work role in the formal structure that is mutually responsible for what has been assigned to him. Appropriate division of tasks according to abilities will greatly affect in improving the quality of guidance and counseling activities. The third step is actuating. Guidance and counseling programs in character development are carried out by instilling character values (sincerity/honesty, compassion, courage, compassion, self-control, cooperation, and hard work), exemplary counseling, , integration, acculturation, and habituation that is carried out consistently through guidance and counseling programs and customary arrangements. The fourth

or final step, namely supervision (controlling), supervision is needed to see, ensure, and control the activities of guidance and counseling services going according to plan and evaluate the extent to which results have been achieved.

The existence of character development is also proven based on school and student achievements which continue to increase. It takes a process to develop one's character in a better direction, not as easy as turning one's palms back and forth. But if it continues to be carried out, the efforts made by guidance and counseling management in character development will be achieved. Some of the obstacles that affect student character development include: 1) Limited resources, because sometimes schools do not have sufficient budget or resources to provide adequate guidance and counseling services for students. This can hinder the counselor's ability to give sufficient attention to each student and complicate the development of student character; 2) Lack of time, in this case counselors often have many responsibilities at school, such as holding meetings with parents, taking care of administration, and attending training. This can limit the time they have to provide adequate guidance and counseling services to students; 3) Lack of support from staff, because school staff who do not understand the importance of guidance and counseling services or who do not appreciate the role of the counselor can make the counselor's job more difficult. Lack of support from staff can prevent counselors from helping students develop their character; 4) Lack of student participation, as some students may not be interested in using guidance and counseling services, this can make it difficult for counselors to help them develop character and reach their potential. To overcome this obstacle, schools can provide sufficient resources for guidance and counseling services, allow adequate time for counselors to work with students, increase staff awareness of the role of counselors, and promote guidance and counseling services to students so that they better understand its benefits.

The limitations of research in the field of guidance and counseling management in student character development have several limitations, including: 1) Limited number of samples, studies in the field of guidance and counseling often involve a limited number of samples, so the research results may not be considered representative of the the entire student population; 2) Limitations of character measurement, student character measurements in research are often limited to questionnaires or character measurement scales that do not take into account the more subtle and complex aspects of character; 3) The influence of external factors, a person's character is influenced by complex environmental factors, such as family, peers, school environment, and different cultures. These factors can influence the research results and reduce the generalizability of research results; 4) The subjectivity factor, research on student character development c.an be influenced by the subjectivity factor, both in measuring student character and in the interpretation of research results.

D. CONCLUSION

Based on the findings from the research conducted on the influence of counseling management on character development of students in Madrasah Aliyah throughout Bandung Regency, it can be concluded that the management of guidance and counseling is categorized as adequate, as indicated by the average score of 3.2 derived from a sample of 37 participants. Furthermore, character development among students in the same educational context also falls within the "good" category, with a consistent average score of 3.2 based on the same sample size.

The hypothesis testing carried out revealed a T_{hitung} of 5.581, which exceeds the T_{tabel} value of 0.682, accompanied by a significant p-value of 0.000 ($p < 0.05$). This statistical evidence leads to the rejection of the null hypothesis (H_0), suggesting a significant relationship between counseling management and character development among students in Madrasah Aliyah in Bandung Regency. The analysis indicates that this relationship accounts for 23.6% of the variability in student character development, while the remaining 76.4% is attributed to other variables not examined in this study.

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