



The Role of the Counselor in Children's Character Education

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Abstract

Character education was one of the focuses in the system of national education. Therefore, educators must not neglect this. A school counselor, as one of the educators, must play a role in character education. Referring to guidance and counseling responsibilities in relation to students' personal, social, academic, and career aspects, a school counselor must not escape from the main duties. Considering that character education is the responsibility of all parties, a school counselor can, independently and in collaboration with all school components, play a role in character education. Individually, a school counselor can provide services, such as individual services, individual planning services, and responsive services. In collaboration with other parties, a school counselor can create a synergy in character education programs.

Keywords: Counselor, Character, Education

1. Introduction

The objectives of national education are stated in Law No. 20 of 2003 concerning the National Education System. Article 3 which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. Character education is one of the government's efforts to prepare a generation of people who can compete with other nations in the world. The government, through the Ministry of National Education, has launched the implementation of character education for all levels of education from elementary school to university. According to (Sire, 2018) Character formation needs to be done from an early age. If character has been formed from an early age, it will not be easy to change one's character. He also hopes that character education can build the nation's personality.

Character education has main values that must be developed, including religiosity, nationalism, independence, integrity and cooperation. Along with the times and advances in technology, there are many challenges that the younger generation must face, the government realizes the importance of strengthening character education for students. By strengthening character education, the younger generation is expected to become a young generation with personality in culture. In other words, the younger generation has not forgotten Indonesian culture. Apart from that, to prepare the Golden Generation 2045 which demands a young generation who is devout, nationalistic, tough, independent and has the advantage of competing globally.

Global challenges in the XXI Century are increasingly complex. To be able to excel competitively in this century, every Indonesian must have life skills which include flexibility and adaptability, socio-cultural interaction, productivity and accountability, leadership and responsibility. Apart from that, Indonesian people must also can learn and innovate which includes critical thinking and problem solving, creativity and innovation, communication and collaboration. Another skill needed in this century is digital literacy, namely, information literacy, media literacy and technological literacy. These three skills will not function well as Indonesians if they are not based on the moral character of love for the country, the values of noble character, honesty, fairness, empathy, compassion, respect, simplicity, forgiveness and humility. With this provision, it is hoped that Indonesian people will be able to compete with people from other nations. Efforts to realize the above goals require an integrated service system. The education service system consists of the school principal, subject teachers and guidance teachers or counselors.

2. Method

2.1 Participants

In this writing, we use a descriptive method approach. Descriptive method is an effort to identify problems, conduct literature studies, determine a framework for thinking, analyze data and draw conclusions.

2.2 Data collection

The data sources used in this paper are references from books and journals that have substance to the problem. These materials are used as support in the data analysis process on this problem. Coupled with observations in elementary school (literature study). In library studies, research objects are used that focus on libraries. Literature is in the form of books and journals that are relevant to the problem and support the analysis of the discussion and can be scientifically justified.

2.3 Data Analysis

In creating this journal, the author used a data processing method, namely descriptive study, which is a study method that examines a situation with the aim of creating a systematic, factual and accurate description and picture of the facts in the field of study as well as the relationship between

the problems being investigated. This data processing aims to obtain important information that will be interpreted in drawing conclusions.

3. Results

Character education is one of the right ways to improve the morale of the nation's generation. Apart from being able to build children's character, character education in elementary schools can also give a pleasant impression to students because each school has its own way of instilling character education and is adapted to the characteristics of students in elementary school. Teachers play a very important role in character education, where every day students are together with teachers, so that teachers know better how to instill character values in their students. With character education through socialization at school, it is hoped that students will get used to behaving based on character values so that little by little they can improve the morals of the nation's generation. Then, character education is very necessary so that the nation's generation can face conditions in this global era. Some of the characters that need to be instilled in students are religiousness, independence, responsibility, honesty, trustworthiness, hard work, love of the country, respect and politeness, generosity, helpfulness, mutual cooperation, self-confidence, creativity and hardworking, leadership and justice.

4. Discussion

Considering that the morale of the nation's generation is decreasing, the government and society are trying to improve the morale of the nation's generation. One of these efforts is to promote the cultivation of character values through character education in elementary schools to build student character. Character can be built one way through education. (Murjani & Nurjaman, 2022) explains that the purpose of education is to form character which is manifested in the essential unity of the subject with his behavior and attitude to life. Therefore, education is used to build students' character. Character education is an effort to build character (character building). As explained by Elmubarok (Annisa et al., 2020) states that character building is the process of carving or sculpting the soul in such a way, so that it is unique, attractive, and different or distinguishable from other people, like a letter in the alphabet which is never the same as one another, such are people with character can be distinguished from one another. Samani and (Annisa et al., 2020) explains that in simple terms character education can be interpreted as anything positive that a teacher does and influences the character of the students they teach. (Pritama, 2019) considers that character is closer to morality, namely human spontaneity in behaving, or carrying out actions that have been integrated within the human being so that when they appear there is no need to think about it anymore.

According to (Yunita, 2021) Character education in schools is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions

to implement these values, both towards God Almighty (YME), oneself, others, the environment and nationality. so that we become human beings. In character education in schools, all components must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of co-curricular activities or events, empowerment of infrastructure, financing, and the work ethic of all residents and the school environment. empowering infrastructure, financing and work ethic suggestions for all residents and the school environment. Teachers at schools must also work together to instill character education in students well. Teachers also need to integrate character education, for example, into learning, games, etc. Apart from that, schools also need to collaborate with parents regarding character education. So the parents are given an understanding of the importance of character education, so that at home the parents also help instill character in their children. Currently, elementary schools have their own ways of providing character education.

For example, in one of the elementary schools in DIY, namely SD Negeri 1 Sedayu, there are ways of instilling character education in students, such as shaking hands and chanting letters from the Koran every morning. This is a way of instilling character values, namely religious. With this habit, students will get used to hearing and memorizing verses from the Koran, so that they get used to a religious attitude. Apart from that, another method implemented in elementary school is to get used to reading the Pancasila precepts and national obligatory songs before learning begins. This method is one way to instill the value of love for the country and also the values of Pancasila. Then at the elementary school a program was created, namely canteen staff, where canteen staff were taken from students and a schedule was made. Later, every break, scheduled students will go to the canteen and serve their friends who buy food. This is one way to instill the values of honesty, independence, hard work and responsibility. Apart from that, SD N 1 Sedayu also familiarizes and applies the 5 S (smile, greeting, greeting, polite, courteous). When meeting friends, teachers are expected to smile, greet and greet each other. Apart from that, students are also expected to have good manners. Most students nowadays are starting to lose their manners, so it is necessary to build polite character again by implementing the 5 S. Character education is carried out directly by teachers in elementary schools. However, instilling these character values is not solely the responsibility of teachers, but is the responsibility of parents, society and also the government. Character education will not be successful if it is only carried out by one party, but requires support and participation from both parties. (Octaviana, 2022) explains that character can be formed and strengthened through the educational process, which can be carried out in the family, school and community environments. If character education is provided at school, but at home it is not balanced with habituation, the results will also be less than optimal. Therefore, character education at school is very important, coupled with assistance from parents and the government, so that students' character can be developed well.

5. Conclusion

Character education needs to be instilled from an early age because nowadays many local character values have been abandoned by the younger generation in Indonesia. The impact of abandoning local character values results in poor behavior of the younger generation. The development of increasingly modern times, broadcasts on television, social media and several other media are one of the causes of bad behavior in society, especially the younger generation. Character education is considered to be an effective effort to overcome problems that arise among teenagers. The cultivation of character education can be taught at formal, non-formal and informal education levels. There are many spaces that can be used as a medium for instilling character education in everyone from children, teenagers to adults. One way is through art. Arts in Indonesia contain character education values that can be applied in social life. Sandur is a traditional art that lives among the people of Bojonegoro in the form of dance drama. The script in Sandur is not a standard script, the story can change according to the director's wishes, but the form of performance and plot remain the same. The stories in the Sandur show can be taken from daily life events that are widely discussed by the public, including domestic life, 108 political problems, environmental damage, crime and so on. The theme of the Balong Blandong script is romance and environmental damage due to illegal logging.

This text is addressed to the community, containing the value of character education and advice for the community. The character education values contained in Sandur's manuscript entitled Balong Blandong are religion, hard work, creativity, curiosity, love of the country, communicativeness, environmental care, social care and responsibility. The value of character education can be seen from the song lyrics in music, from the meaning of dance movements, from the characterizations and from the stories that are performed. In drama scripts, there should be learning about the value of character education and moral messages for the audience, so that they can shape a person's character as a provision for living in society and forming a moral nation. Appreciating the Sandur performance teaches people, especially the next generation, to love the arts inherited from their ancestors and can preserve them so that these arts do not become extinct. This also has an impact on people's mindset to become more open in accepting change, differences and developments in all things. Tolerance towards differences in belief (religion), ethnicity, race, culture and opinion is one of the provisions for being able to live peacefully side by side with the wider community.

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