

Good Character: the role of counseling teacher in establishing student discipline character in madrasah

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Abstract: In Indonesia, students and teachers often engage in disciplinary behaviour. Discipline is the only educational characteristic that needs to be emphasized in schools. Most students have not shown good disciplinary character, where students are not on time to enter class during study hours, like to skip class during learning, and do not do assignments so the character of poor student discipline becomes a habit. This study aims to determine the role of the guidance and counselling teacher in the formation of the disciplinary character of students at MTS Al Washliyah. The research method used in this study is descriptive qualitative which examines the role of guidance and counseling teachers in the formation of students' disciplinary character. The data were collected through interviews, document analysis, focused discussions, and observations as outlined in field notes. The results of this study indicate that the role of the guidance and counselling teacher in the formation of the disciplinary character of students is going quite well. Guidance and counselling teachers collaborate with student representatives, homeroom teachers, and parents to solve the problems of students who lack discipline. Students who lack discipline are given individual counselling services and guidance and counselling teachers also make visits to students' homes to find out the factors causing these students to lack discipline and to discuss student problems at school with students' parents. The findings of this study are the role of guidance and counselling teachers in shaping the disciplinary character of students in MTS Al Washliyah.

Keywords: Good character; Student; The role of the guidance and counseling teacher

Introduction

Education is all activities or efforts consciously carried out by educators to students towards all aspects of personality development, both physical and spiritual, formally, and informally which run continuously to achieve high happiness (both human and divine). (Ikhwan et al., 2020). Today's education is greatly influenced by the entry of foreign cultures into Indonesia, therefore guidance and counselling teachers must direct students towards a culture that is by our nation, namely a culture based on Pancasila. Globalization at present affects students a lot, for example by using communication tools. The influence of globalization has negative and positive impacts. (Hang, 2021). The positive impact can affect students to think ahead and compete in knowledge with other nations, but from a negative perspective, it will affect students to bad character. (Myers & Rivero, 2020) .

Education takes place in the stages of incorporating and developing in students insights about life, and actions in life so that later they can see what is right and what is wrong, what is good and what is not good, as a result, his presence amid the citizens will be meaningful and play a role in the right way. maximum. Education is an integral part of development. The stages of learning cannot be separated from the stages of development itself (Cebrián et al., 2020).

Character is none other than the behaviour, personality or behaviour habits of students. The bad character of students cannot be tolerated but must be overcome with the role of a teacher who leads and guides at school (Pradana et al., 2020). Another opinion says character education is character plus education, which is a curriculum aimed at developing the character and character of students by the values and beliefs of society in their lives, such as moral strength, honesty, reliability, discipline and cooperation, emphasizing effective. domain

(emotions or attitudes), without leaving the cognitive domain (rational thinking), from the skills domain (skills, the ability to process information, express opinions and collaborate)(Khaidir & Suud, 2020). Schools act as one of the institutions that organize formal education which plays a very important role. play a role in raising children and making them useful members of society. This means that the school is also responsible for achieving the goals that have been set.

In connection with the results of the first study, the researcher saw the problem that MTS Al Washliyah still had violations of the rules, such as absenteeism, being late for school, incomplete assignments and messy clothes. At the same time, the supervising teacher's efforts to enforce discipline through school rules as far as possible. Researchers want to know the importance of efforts aimed at forming student character which must be carried out through teacher guidance and advice in particular and in general to all teachers and school staff to develop student character. good discipline increases participation in learning activities Recognize the role of the tutor in the development of good discipline character when guiding students who violate the rules of conduct in the school environment.

The expertise of students in practising can be tested through educational guidance either individually or in groups. Guiding activities ensure the direction of progress of students in school, both progress in academic or non-academic results and other social behaviours (van Leeuwen & Janssen, 2019). Regarding that, it must be intertwined with learning activities that are realized through learning and educational activities. Therefore, to optimize and improve the character of student discipline, the role of the guidance and counselling teacher is needed.

There is an educational program in counselling at school institutions, enabling the resolution of a problem including the problem of students' low discipline in practising. The lack of discipline of students in learning, of course, cannot be identified as a whole by teachers, because their tendency appears only when there is a lesson schedule starting, on the other hand, a consultant has more free time and often deals directly with students, especially in intellectual matters or student character. Education and counselling are support services for students in the best possible way, both in individual, social, learning and career education through various types of services and support activities based on existing norms (Mulawarman et al., 2020).

Counselling teachers are expected to have the expertise to carry out their duties properly and correctly according to the demands of the education world itself. The teacher as a guide (consultant), is required to carry out an approach not only through an instructional approach but accompanied by an individual approach at each stage of guiding learning. With this kind of individual approach, the teacher can directly understand and master his students more deeply so that it can help in the totality of his learning process. It is the same as the position of the teacher as a guide (consultant) so that each teacher is expected to be able to respond to all the behaviour of students that is intertwined in the stages of learning.

Guidance and counselling teachers play an important role in solving student problems, especially during learning activities and the formation of better student discipline. Every counselling teacher in achieving the goals of counselling guidance must first realize that he is a role model that students should emulate to be able to form the student's disciplinary character. Discipline is an exercise of the heart and character, meaning that all actions must always comply with existing rules. Based on views. "Discipline is an orderly condition when people associated in a system obey the rules that exist happily without any coercion"(Gopalan & Nelson, 2019). The disciplinary attitude of students towards teenage students is in the form of awareness and willingness to comply with all existing rules and social norms. The actions of students who sincerely comply with all regulations know the obligations and responsibilities that can have an impact and influence on their personalities.

Based on the results of the author's observations at MTS Al Washliyah, the majority of students have not proven good obedient personalities. This can be seen from the condition of

students using their time well every day where they tend to use the time to play with the theme, use the time for games, are late when entering class when learning is carried out, do not carry out obligations as a result, the obedient personality of these students is not good so it's a routine thing to do. Based on the description of the background of the problem above, the writer is interested in conducting a research entitled *The Role of Counseling Guidance Teachers in the Disciplinary Character Formation of MTS Al Washliyah Students*.

Methods

The research method used is descriptive qualitative, data collection is carried out to obtain reliable information about the role of supervising teachers and mentors in the formation of students' disciplinary character. The participants in this study were counselling teachers, educators and educational staff at MTs Alwashliyah Tembung students. The main participants or subjects who are the primary data sources are the counselling teachers, while the educators and education staff, as well as students, are the secondary data sources. In this study, the data collection techniques were observation, interviews and documentation. The procedure for carrying out data analysis is done by reducing data, presenting data, and making conclusions.

Results and Discussion

Based on the results of interviews conducted by researchers and obtained by going into the field to find information such as an overview of the material for the final results of this study. Here, before the researcher conducts interviews, the researcher first conducts observation activities in schools to support research activities. This interview activity was conducted with several parties, namely the vice principal of the school's student affairs, class teachers, BK counsellors and students. Observations made in research obtained the result that the supervising teacher always provided counsellors to students. This was also stated by the counselling teacher that many students consulted, especially class XII students, discussing plans for further education. Furthermore, the results of interviews conducted with student representatives, he explained that "there must be good cooperation between student representatives who lead and guide teachers and home teachers to solve problems related to student discipline violations." Based on the results of interviews conducted with the supervisor explained that "guidance and counselling teachers provide personal counselling services to students who commit disciplinary violations. Guidance teachers and counselling teachers with parents of students to solve student problems. Counselling teachers make home visits to connect with students who are struggling."

The research results have described what research findings are considered credible and the results of research that has been carried out in the field or on the research object. Based on the results of the study, the description of the disciplinary character of MTS Al Wasliyah students is classified as moderate where some students tend not to follow the rules that apply in school, especially in terms of discipline.

Building the disciplined character of students throughout learning activities at school is that students do not obey the rules regarding dress at school and tend to be late for school (Peetz & Howard, 2022). Teachers are references, role models, and figures that students want to identify with, educate students to be good, polite and courteous students, teachers educate students to obey students and provide good examples so that students naturally behave in the discipline. The teacher is responsible for becoming a model that has moral values and takes advantage of opportunities to influence his students' students. Other research says that in general what is most important in the student environment must be related to the classroom

environment, which in essence is related to classroom management. In a limited sense, classroom management is classroom management with a learning style. Contemporary descriptions of the classroom management approach demand an understanding of the classroom as a system (Alam, 2022) .

Classes in the learning system are learning management subsystems as well as formal organizations (Gargiulo & Metcalf, 2022). Within this framework, classroom management can be defined as the stages of organizing classrooms and their physical form under the law to meet the needs of the education system, curriculum (lessons), school, lessons, and classes. teachers and students; which is the rules, bond patterns and class ranking administration; designing, delivering and assessing learning activities; identifying student activities; distributing encouragement to students; managing communication patterns in class; achieving obedience in class; as well as efficient and productive use of time, human resources and modules to avoid attitudes that students don't want (Amir et al., 2020).

Everyone's personality is created because of the routines carried out, the actions taken in response to conditions, and the words spoken to other people. This personality eventually becomes inherent in everyone and often people who are in contact do not know its characteristics. Based on the statement above, everyone's routine is created from actions that are tried continuously every day. The actions are initially known or intentional, but because so often similar actions are attempted in the end it often happens that the Routine becomes an unnoticed reflex.

The formation of student discipline character can be done by guiding students regarding the impact of bad actions which will endanger themselves and the future. As a counselling guidance teacher, it is expected to direct students to do good deeds such as good things whereas by doing good deeds such as time discipline will influence future success. Reminding students of the rules that apply at school if students violate them will be subject to sanctions including summoning parents. In addition, the formation of student discipline character can be done by ensuring that students who are always disciplined will receive attention and praise from the teacher. Conversely, students who are not disciplined in time will receive warnings and punishments, for example, cleaning the field, sweeping the counselling room and being told to memorize surahs.

The role of the counselling teacher in the formation of the disciplinary character of students at MTS Al Wasliyah is to provide positive encouragement before and after the learning stages to urge students to always be obedient and enthusiastic in learning and also to provide positive reinforcement. According to Mr Madan S.Pd, the role of the BK teacher in developing the disciplinary character of students is that the counsellor always tries to produce a supportive learning field that facilitates the progress of students and gives applause to students who have obeyed until now. If there are students who have gone too far in violating school rules, all parties should work together to help the development of students.

From the results of the debriefing that I have done, there are several strategies that the counselling teacher has tried in developing a compliant personality at MTS AL Wasliyah. This strategy includes starting to adjust to carrying out small actions in everyday life. BK teachers generally create the personality of their students through small activities that are regularly carried out. The illustrations of the activities carried out by the BK teacher are for example: 1) arriving not late, 2) wearing the same uniform as the agenda, 3) wearing the same attributes as the existing provisions, 4) disposing of trash in its place and so on. The hope is that by adjusting these small activities it can make the personality of obedience to students by itself, as a result, the students will by themselves, as a result, students will not feel burdened by the teacher's strategy in making the obedience personality (Bond, 2020)

In addition to carrying out small activities in carrying out everyday life, generally, the BK teacher also directly advises students. From the results of the debriefing, it was said that

the guidance counsellor generally distributed invitations to all students that obedience had a very significant number in life. And discipline is also one of the keys to success. When meeting students who are not obedient, the teacher usually emphasizes the regulations that have been formalized both in the classroom and school area. The inhibiting factors that often occur in students in the formation of disciplinary character are as follows: 1) Arriving late on time because the house is far from school. Based on the results of questions and answers carried out by the BK teacher if students arrive late to school because they are far away, that is a barrier for obedient students, if the house is far away they should wake up early so that the next day the students are not late, 2) Not following and loving certain subjects out of boredom.

From the results of questions and answers and observations made, the inhibiting aspect in cultivating an obedient personality and the responsibility of students is self-understanding. When that understanding develops, the soul will enter well. Not only that, the supporting aspects at school are the facilities provided, not only that, the participation of parents and friends also actively contributes to the application of personality. In the application of making obedience personality there are some obstacles or barrier aspects that affect children's orderliness, including the habits of children who are lazy when doing something and the routine of waking up late, due to classmates, the many activities of parents, some students care not to care about displays or related jargon. Guidance and counselling teachers work together to always remind students (Supriyanto et al., 2019)

Guidance and counselling teachers or school counsellors as part of the school system have a strategic role in shaping the character of students at school. This role is a responsibility that is not easy to do (Arfasa & Weldmeskel, 2020). School counsellors are often faced with situations where students exhibit a variety of undesirable attitudes and behaviours. If that happens then the school counselor will be the place to handle it (Wong & Yuen, 2019). This shows that the role of school counsellors tends to be faced in situations that are to repair the damage that occurs to students at school. However, the role faced by school counsellors should not only be limited to the problems above. However, the role of school counsellors needed to improve their services to every student and take an important labia role to change these assumptions and perceptions. As a follow-up to the research results and conclusions obtained, the researchers share recommendations so that guidance and counselling teachers always work together to remind students of the meaning of order in everyday life and that students should be able to comply with all the rules and regulations that exist in school, as a result, it can become a good routine in living life.

Conclusions and Suggestions

Based on the results of the study, it can be concluded that the creation of a disciplinary personality must be carried out continuously, giving directions to students on good behaviour, ensuring students will comply in daily life, giving reprimands and rewards for those who violate the rules and regulations in school. Furthermore, the role of the guidance and counselling teacher in creating the personality of student obedience is to organize counselling programs, facilitate student progress, and collaborate and coordinate with other teachers, so that information related to the development of student discipline character is immediately received by the counselling teacher as a reference in implementing guidance. and counselling. Suggestions for future researchers to use techniques that are more focused than one approach for more specific individual characteristics.

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