

## COUNSELLING GUIDANCE TEACHERS' EFFORTS IN OVERCOMING THE CRISIS OF STUDENT CHARACTER EDUCATION

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Submitted: 20/12/2022

Revised: 18/02/2023

Accepted: 28/04/2023

Published: 06/06/2023

### Abstract

This research aims to discover that Indonesian children's increasingly strange character events are of particular concern to education observers. This research is qualitative, using a case study approach. The research location is at SMPN 2 Babalan, Langkat, North Sumatra. Research data in the form of guidance and counselling teacher activities in overcoming student character education sourced from teachers, students, and stakeholders. Observation, interviews, and documentation do data collection techniques. While data analysis with data reduction, data presentation, conclusion drawing, and verification showed that counselling guidance teachers could help students understand and internalize positive values by holding discussions, lectures, or other interactive activities. They can also advise students on dealing with social pressure and resolve conflicts in daily life. In addition, counselling teachers act as mediators between students, teachers, and parents. They can assist in conveying problems related to character education to related parties and help find appropriate solutions. Counselling guidance teachers' efforts can be more effective and integrated into the educational environment by involving parents and teachers. Overall, counselling guidance teachers' efforts to overcome the crisis of student character education have an important role in shaping a young generation with good character. With the right support and guidance, students can overcome character education problems and develop into individuals with integrity, responsibility, and positive attitudes in everyday life.

### Keywords

Character, Education, SMPN 2 Babalan Langkat



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## INTRODUCTION

Education is an absolute necessity for human life that must be fulfilled. Without education, humans can't develop properly. Education can be defined as a process with certain methods so that people gain knowledge, understanding, and ways of behaving by the needs of the community (S. Hadi & Sasongko, 2022). In Law No. 20 of 2003 concerning the National Education system in, article 1 states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength of diversity, control, intelligence, noble character, and skills needed by themselves, society, nation, and state". Based on this aspect of the explanation, it can be identified that the role of education is very large in realizing a complete and independent human being and becoming a noble human being and beneficial to his environment. With education, humans will understand that they are creatures endowed with advantages so that they contribute greatly to the progress of a nation and are a vehicle for translating constitutional messages and building the national character (Susanto, 2020).

Based on that, the author wants to examine more thoroughly some of the problems of education that occur in SMP Negeri 2 Babalan Langkat North Sumatra, which is not free from complex problems and is difficult to handle, be it in terms of learning, human resources, until the main problem at present is the crisis of character education in students. In discussing this issue, I chose SMP Negeri 2 Babalan school because this school is the best reference school in Babalan District which is considered capable of realizing moral development, especially related to character and the learning process towards a better change.

The overall character includes habitual behavior, preferences, abilities, talents, potential, values, and mindset of a person or group of people based on noble values that apply equally before the community and the nation of Indonesia. From the meaning of this opinion, character is an important component that must be built in students as the next generation and a determinant of the future of this nation. The character that must be built in students is a character that is by the reflection of Pancasila values as outlined in the embodiment of the elements of the precepts in students through education of the heart, brain, and physique (Omeri & Makmur, 2015).

Character education is something that must be considered, especially in the education process in Indonesia, where Indonesia today can be said to have experienced a character or moral crisis that is not by the values of Pancasila. This is due to the lack of character education at an early age from schools and parents as the first education obtained by a child coupled with mental

conditions in children who are unstable to make it difficult for children to control their emotions and have difficulty in filtering everything that enters their minds and souls and results in the emergence of rebellion, not thinking before acting, and difficulty in controlling their emotions. The family is expected to be a place to fulfill their needs, both physically and spiritually (Budiwibowo, 2016).

Abdul Hadi, in his research results, In general, Islamic guidance and counselling are one of the components of the implementation of education in schools whose existence is very much needed, especially to help individuals become independent and character individuals. Character is a universal human behavioral value that covers all human activities, both to relate to God and fellow human beings. The implementation of Islamic guidance and counselling in character cultivation requires strategies including Religious belief, Religious practice, Religious feeling, Religious Knowledge, and Religious effect. The strategy of Islamic guidance and counselling can help individuals understand their character of themselves and the environment and be able to face problems in the world and the hereafter (A. Hadi et al., 2020). Efa Yuliza's research in her research results in Guidance and counselling is an integral part of education that has a position to help students develop psychosocial aspects consisting of strengthening ethical values to produce musician resources with character. The character cannot be built only taught but must be internalized through a holistic approach (Efa, 2017). Akhmad Sugianto's research in his research results that guidance and counselling teachers have an important role in strengthening character education by using guidance and counselling services based on the Operational Guidelines for the Implementation of Guidance and Counselling. Therefore, it is recommended to be followed up into technical guidance activities for the implementation of guidance and counselling services with a more specific agenda of activities; and become a preliminary study in making guidance and counselling service modules for strengthening character education based on the Operational Guidelines for the Implementation of Guidance and Counselling (Sugianto, 2020). Maqpirah's research in the results of her research to develop the character of student independence, the BK teacher seeks as a provider of BK services, as a motivator, and as an evaluator. With this, it is evident that students can develop the character of independence optimally again. This can be seen in the confidence of students when they express their opinions, are responsible for their duties, and are able to make their own decisions (Maqpirah, 2022). Research Abd Hamid Wahid et. Al in his research results From some of these behaviors, the level of juvenile delinquency will decrease. Aligned with

dramaturgical theory, teachers become actors in the front stage area as movers and guides who not only transfer knowledge but also character educators to become a good generation of nations. Backstage, the teacher acts as a friend who can be well-received by students and become a role model (Wahid et al., 2018).

As an important part of the education unit system, Guidance Counselling (BK) needs to take a role in character education with all education personnel at school. Counselling guidance teachers through services need to direct the orientation of services to the formation of students' positive character. The intensity of the role of counselling guidance in character education is very necessary because, in essence, counselling guidance services are oriented towards developing students' positive character to achieve student benefits. When the author analyzes the strengthening of character education in SMP Negeri 2 Babalan, it can be seen that various common problems occur, such as bullying, lazy learning, and cases that are now being discussed and have become the main problem in SMP Negeri 2 Babalan, namely immoral and immoral behavior of several SMP Negeri 2 Babalan students. Various cases of problematic behavior of students of SMP Negeri 2 Babalan are certainly counter-productive to the demands of the world of work and the industrial world, which only provide employment opportunities for individuals with superior character and ready to work. Therefore, character education efforts that are preventive and curative are needed.

When paying attention to the condition of the character of students now seems quite alarming, where not a few students do not have the character as expected, which is by the reflection of the values contained in the embodiment of the elements of the Pancasila precepts.

Therefore, the author is interested in examining the phenomenon that occurs in SMP Negeri 2 Babalan, where the counselling guidance teacher (BK) needs to instill the value of each of the elements of the Pancasila precepts in students so that students can be educated and trained from an early age with characters that are by the reflection of the values contained in Pancasila as the basis of state philosophy and as the nation's outlook on life. Because by instilling these values early or when they are young, it will be possible if the elements of the Pancasila precepts can become their personality or become a habit for themselves in their daily lives both in family life, society and the life of the state later. By looking at the phenomenon of character crisis problems in these students, the implementation of guidance and counselling must be effective, especially the ability to counsel teachers to direct students is also an important factor for the continuity of student education in schools. The purpose of this research is to explain the factors of moral/character crisis among

students of SMPN 2 Babalan and its solutions.

## **METHOD**

This research is qualitative with a case study approach (Sukmadinata, 2010). Subjects by conducting interviews with Counselling Guidance Teachers and Students. The object of this research is Students / SMP Kelas IX Negeri 2 Babalan totaling 127 with a sample of 15 people in the study using a type of sampling (non-probability) snowball sampling technique, determining the appropriate sample size can vary depending on the research objectives, the complexity of the topic under study, and the resources available. While the collection technique 1) Group interviews with students: Conducting group interviews with students can provide first-hand perspectives from those involved in the phenomenon you are researching. You can gather their opinions on the values, morals, and character crisis issues, the factors that influence their behavior, and their suggestions for improving the situation. 2) Participatory observation: Conducting participatory observation at SMP Negeri 2 Babalan will allow you to directly observe students' behavior in the school context. You can take notes on their interactions with fellow students and teachers, see how Pancasila values are reflected in daily life, and identify specific situations or events that might affect the issues you are researching. 3). Document analysis: Conducting a literature study and analyzing documents related to school curricula, educational policies, textbooks, or learning materials can provide a deeper understanding of the educational context and factors that influence the crisis of values, morals, and character in the current generation. You can analyze the match between the values taught and the values observed in students' behavior. 4). Triangulation: To increase the validity and reliability of the findings, you can use triangulation techniques by combining multiple data collection methods. For example, you can compare the results of interviews with counselling guidance teachers and students, compare findings from observations with the results of document analysis, or compare the results of your research with relevant previous studies.

## **FINDINGS AND DISCUSSION**

### **Findings**

From the research conducted on the character of students at SMP Negeri 2 Babalan, it turns out that there are several extensive problems, namely:

**Table 1.** Extensive Problems in SMP Negeri 2 Babalan, Langkat, North Sumatra

No.	Problems	Impact
1.	Sexual harassment	<ul style="list-style-type: none"> <li>- Psychological trauma for victims</li> <li>- Emotional and mental health disorders</li> <li>- Decreased self-confidence and interpersonal relationships</li> <li>- Impaired sexual development and intimate relationships</li> </ul>
2.	Bullying	<ul style="list-style-type: none"> <li>- Impaired emotional and mental well-being</li> <li>- Prolonged feelings of fear and anxiety</li> <li>- Decreased academic performance and school attendance</li> <li>- Potential for social isolation and loneliness</li> </ul>
3.	Drug addiction	<ul style="list-style-type: none"> <li>- Impaired physical and mental health</li> <li>- Decreased academic performance and learning ability</li> <li>- Changes in behavior and interpersonal relationships</li> <li>- Risk of accidents and legal problems</li> </ul>
4.	Juvenile delinquency	<ul style="list-style-type: none"> <li>- Decreased academic performance and potential school dropout</li> <li>- Engaging in illegal or unlawful behavior</li> <li>- Conflicts with parents and authorities</li> <li>- Loss of potential future and career opportunities</li> </ul>
5.	Lazy learning	<ul style="list-style-type: none"> <li>- Decreased academic performance and learning retardation</li> <li>- Limited knowledge and skills</li> <li>- Lack of motivation and interest in education</li> <li>- Negative impact on career and future development</li> </ul>
6.	Against the teacher and others	<ul style="list-style-type: none"> <li>- Violation of school discipline and its consequences</li> <li>- Conflicts between students, teachers, and school authorities</li> <li>- Disruption of the learning environment and school safety</li> <li>- Potential restriction of access to education and other opportunities</li> </ul>

Table 1 reveals that the harassment is not only proven physically but also through documentary evidence, namely: gadgets. The factor of the deviation of Character Education in SMP Negeri 2 Babalan is vulnerable to the age above committing sexual harassment to the age below, namely: 14-year-old children who are perpetrators of sexual harassment will certainly do so to children under the age of 12 years old who are victims of sexual harassment with not a small amount. Not only that, the character of children who have a lot of friendships, children who have few friendships, children who are active every day, and children who are quiet every day both have the risk of becoming victims of sexual abuse.

When analys the perpetrators of sexual harassment, they admitted that their family life was not harmonious, which caused them to do this. The relationship between husband and wife that is not good will make children become an outlet to channel their parents' anger. So sexual abuse committed by parents is not solely to channel their sexual desires but to vent anger against their partner. Poor interaction patterns between parents and children make the perpetrators accustomed

to committing such acts. So that children are not accustomed to telling the daily events experienced by the child. So that if someone commits an act of sexual harassment, the child does not dare to tell his parents. Therefore, the way parents educate children will greatly affect the development of children both emotionally, intellectually, and spiritually. (Zamroni & Sukiyani, 2014) explained that not all families, in this case, parents, realize their big role in the development of their children's character, "The reality, of course, is often otherwise: Many parents today aren't fulfilling their primary role in character formation".

While the living environment is also a contributing factor to sexual abuse, low socio-economic status makes children have the desire to earn more money, so they look for quick ways to get money and choose the wrong way where it is precisely their work that increases the risk of sexual abuse occurring. On the other hand, low education levels mean that parents have few job opportunities and cannot afford a safe living environment for their children.

Another risk factor in this study was also found to increase the likelihood of children becoming victims of sexual abuse: peers. Having peers who have access to pornographic things makes children interested in participating, and having a dating relationship also increases the child's victimization because by dating, it will be easier to disclose unconscious sexual harassment, Mass media. Victims are invited through WhatsApp groups which people of the same sex like. Then from there, the perpetrator can add the victim to be his friend and invite sexual sodomy. Putri, Zahroh Shaluhiah, and Priyadi Nugraha (2017) state that teenagers tend to choose friends who have the same interests and values, this is so that they have similarities in various ways that they are comfortable when communicating, can understand each other, trust each other, and are open to various problems that are not usually discussed with parents.

Based on the results of the analysis of the research data, it was found that the mode of the perpetrator of sexual harassment in committing acts of sexual harassment was to ask for help from the victim as a friend and younger sibling to help solve his problem, then because the victim refused, the perpetrator threatened the victim so that the victim was in a pressured position and finally could be harassed by the perpetrator. Explained that usually, children who lack a sense of affection and love from their families and also get threats from their closest people will make children get physical treatment in the form of sexual harassment from people close to them so that children are depressed and lose confidence.

The efforts of counselling teachers at SMPN 2 Babalan in overcoming the character education crisis include organizing discussions, lectures, and other interactive activities to help students understand and internalize positive values. In addition, they also provide advice and guidance to students in dealing with social pressure and overcoming conflicts that may arise in daily life. As mediators between students, teachers, and parents, counselling teachers play an important role in conveying problems related to character education to relevant parties and finding appropriate solutions. Involving parents and other teachers in counselling efforts will strengthen its effectiveness and ensure good integration in the educational environment. With proper support and guidance from counselling teachers, it is expected that students at SMPN 2 Babalan can overcome various character education problems and grow into individuals with integrity, responsibility, and positive attitudes in daily life.

**Table 2.** The Counselling and Guidance Teacher's Efforts in Overcoming the Crisis of Student Character Education at SMPN 2 Babalan, Langkat, North Sumatra

No.	Effort	Description
1.	Individual Counselling Program	The program involves counselors providing one-on-one guidance to students experiencing a character education crisis.
2.	Group Counselling Class	Students facing similar problems gather in small groups to discuss and share experiences.
3.	Character Education Workshop	The workshop aims to improve students' understanding of character values that are important in everyday life.
4.	Leadership Training	The training assists students in developing leadership skills that will help them overcome the character education crisis.
5.	Self-Development Activities	Students engage in extracurricular activities that support self-development, such as literature clubs, art clubs, or sports clubs.
6.	Social Development Program	The program aims to help students address social issues that may affect their character education.

The results of the table above explain that the teacher who provides personal guidance to students experiencing a character education crisis is someone who has an important role in helping students overcome the character problems they face. Through individual counselling, this teacher functions as a counselor who listens to students, gives advice, and helps them find solutions to overcome the character education crisis that is being experienced. In individual counselling sessions, students are allowed to talk openly about the problems they face and convey their feelings and thoughts. Teachers can also provide guidance and give relevant advice to help students develop better character.



In addition, for students facing similar problems, they can gather in small groups in group counselling classes. Here, the teacher facilitates discussion and experience sharing between students. Group counselling classes create a safe and supportive environment for students, where they can support each other, learn from others' experiences, and develop the social skills necessary to improve their character education. Through interaction with fellow students, they can recognize that they are not alone in facing character problems and can provide each other with support and motivation.

The character education workshop aims to improve students' understanding of character values that are important in daily life. Teachers facilitate interactive activities and discussions involving students. In this workshop, students are introduced to values such as integrity, honesty, responsibility, empathy, and others. They also learn how to apply these values in their daily lives. Teachers help students understand the importance of these values and how they can help them in dealing with the character challenges they face.

Leadership training helps students develop leadership skills that will help them overcome the character education crisis. Teachers teach various aspects of leadership, such as effective communication, appropriate decision-making, conflict management, and teamwork. Through this training, students learn how to be good leaders and how to influence others positively. By mastering leadership skills, students can set a good example in improving their character education and also influence others around them.

In addition to classroom and study hall activities, students are also involved in extracurricular activities that support their self-development, such as literature clubs, art clubs, or sports clubs. Through these activities, students have the opportunity to explore their interests, develop their talents, and gain valuable experience in honing social and character skills. Teachers can serve as mentors in these clubs or extracurricular activities, providing support and guidance to students in their self-development.

The social coaching program aims to help students overcome social problems that may affect their character education. Teachers facilitate this program by providing students with an understanding of the importance of interacting positively with others, building healthy relationships, and overcoming social barriers they may face. The program can also provide emotional support to students and help them develop better social skills. Through this social coaching program, students can learn how to manage their social relationships well and strengthen

their character in dealing with various social situations.

## **Discussion**

Character is understood as a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of family, community, nation, and state. The character can also be interpreted as the same as morals and character, so the national character is the same as national morals or character. From the above statement, the character is the values of human behavior formed within the scope of family and society that shows the characteristics of his personality, so that these characters can be formed, but it is not easy to require a very long process through education (Nasution, 2019).

Meanwhile, the view of character education in the Presidential Regulation on Character Education based on Presidential Regulation 87/2017 also emphasizes the importance of learning based on real experiences and the application of character values in everyday life. In addition, character education is also directed at developing social skills, concern for the environment, cooperation, tolerance, and respect for diversity. In its implementation, character education based on PR 87/2017 includes various methods and strategies, such as active learning, the use of role models, assigning tasks or projects involving character values, and establishing a learning environment conducive to character development (Santoso & Adha, 2019). Through this concept of character education, students are expected to have moral awareness, internalize positive values, and be able to apply these values in their lives. Thus, character education plays an important role in forming a generation that has good character and can contribute positively to society (Musawwamah & Taufiqurrahman, 2019).

One idea that stands out is that of Thomas Lickona, a vocal character education expert (Idris, 2018). He proposed the view that character education should be the main focus of education, with an emphasis on developing moral and ethical values in individuals. Lickona emphasizes the importance of teaching values such as honesty, cooperation, responsibility, and compassion as an integral part of individual character development. According to him, strong character plays a crucial role in forming responsible human beings who contribute positively to society (Musyarri, 2020).

In addition, in the context of Islamic thought, Al-Ghazzali, (Al-Ghazali, 2005), a prominent Islamic scholar developed a theory of Islamic morality that includes the development of good character through self-control, diligence, and respect for God's law (Ghazali, 2014).

Ibn Miskawih, a 10th-century Persian philosopher and morality expert, taught about the importance of good character building through habituation and the cultivation of moral values. He argued that good character is the result of a conscious and consistent effort to practice moral values in daily life (Mulia, 2019).

Thus, the concept of character assumed by Thomas Lickona, Al-Ghazzali, and Ibn Miskawih emphasizes the importance of developing moral and ethical values in education. The emphasis on strong character and good values is expected to form individuals who are responsible, have integrity, and contribute positively to life and society.

Character education is a system of instilling character values in students, which includes willingness and action in implementing values, manners, character, and good morals into students, which aims to shape students' personalities in making decisions, being honest, respecting others, and behaving well in everyday life (Omeri & Makmur, 2015).

The cultivation of character values can be formed through character education in the family, social, and school environment. Character education in the school environment is adjusted to the purpose of education itself, which has been stated in Law No.23 of 2003 concerning the National Education System contained in article 3, which explains that national education has a function in terms of developing abilities and forming character or character and national civilization that has the dignity to educate the lives of the nation's children, and to develop the potential of students to become someone who has faith and is devoted to God Almighty, noble, knowledgeable, capable, healthy, independent, creative and become a citizen who has a democratic nature as well as responsible. Therefore, character education is very focused on the school environment, which is inserted into learning by educators to produce national children who have good morals and character in themselves.

In the psychological approach, the cultivation of character education in schools is supported by providing certain learning strategies such as building good relationships and interactions in the classroom both with friends and with teachers, where this social relationship is so influential in terms of instilling moral values in the classroom environment. In addition, it is necessary to have a companion role as a guide for him so that the character values are firmly embedded. Parents in the family and the social environment of the community are the places where a child learns for the first time. Therefore, a child needs the right stimulation so that the child can grow and develop optimally. Bloom in Edi Widiyanto states that the development of intelligence, personality, and social behavior

develops rapidly when children are in early childhood. It is during this time that the role of parents is very dominant in improving character education from early childhood to adulthood. Based on the results of interviews and observations regarding problems that deviate from values, norms, and morals at SMP Negeri 2 Babalan, including 1) sexual harassment; 2) bullying; 3) drug addiction; 4) juvenile delinquency; 5) lazy learning; 6) resisting teachers and others (Widianto, 2015).

In addition to these factors, the innate character and psychological factors obtained from the upbringing of parents in the house, which is the place where he spends a lot of time, also take a big part in the development and cultivation of character values of a child. Where character education is first obtained from his parents until he reaches school age, parents remain the main companion in instilling character and moral values in children (Susanto, 2020).

In terms of the causes of violations or deviations that occur in these values and norms, it can be said that several factors, namely environmental, social, psychological, and emotional conditions that occur in a child that make this deviation occur a lot in school-age children, especially in adolescence, where adolescents have emotions and psychology that tend to be less stable, this is because in adolescence they are still in the stage of self-discovery and have not found who and what they will become. So that most children at school age are more easily carried away by emotions, do not think first before acting or being reckless, like to try new things, and are less able to filter what is good and bad for themselves (Rozana, 2020).

Seeing the crisis of moral values and character is certainly very concerning for us as Indonesian citizens because most of these deviations occur in children of school age, where this generation will be the nation's hope in leading the country in the future. So that the government is more active in rebuilding character education in schools. Character education in schools aims to suppress and avoid moral crises in students so that they, as the nation's successors, know very well how to act by the norms and morals that apply in society (Cinda Hendriana & Jacobus, 2017).

To realize the implementation of character education that has values, morals, and good manners, good cooperation is needed between all parties: household, family; school; and the wider school environment (community). Therefore, the first step is to reconnect the almost disconnected relationships and educational networks between these three educational environments. Character building and character education will not succeed as long as there is no continuity and harmonization between the three educational environments.

Shape character cannot be done in an instant by giving advice, orders, or instructions, but more than that (Nazaruddin, 2019), character education is based on basic human character, which comes from universal moral values (absolute) sourced from religion which is also referred to as the golden rule. Character education can have a definite goal if it is based on these basic character values (Hidayat & Kurniawati, 2017).

Based on the results of the evaluation of learning process activities, forming students with character can be started by making lesson plans. The characters to be developed can be written explicitly in the lesson plan. Thus, in every learning activity, Guidance Counselling (BK) needs to determine the characters to be developed by the material, methods, and learning strategies. When teachers want to strengthen the characteristics of honesty, intelligence, resilience, and caring the character values can be developed and integrated into learning at school. Therefore, it is necessary to choose certain values that are prioritized for cultivation in students (Hamalik, 2005).

From this, there are three services provided by counselors at SMP Negeri 2 Babalan to students, namely: preventive, curative, and perseverative/developmental, to fulfill the educational function of developing student character. Preventive services mean that the activities carried out by school counselors intend to prevent student behavior from contradicting the expected character. Curative services mean that counselor services are intended to treat or correct student behavior that has already violated the expected character. Perseverative or developmental activities mean that the services provided by school counselors intend to maintain and, at the same time, develop appropriate student behavior so that it is well maintained, does not violate norms, and also develops so that it is well maintained, does not violate norms, and also develops so that it is even better character development.

Based on the data analysis regarding the services provided in character education at SMP Negeri 2 Babalan can be described as follows: The basic service program is in the form of a guidance curriculum design that contains material on character education, such as cooperation, diversity, honesty, handling anxiety, helping others, friendship, how to learn, conflict management, prevention of drug use, and so on. Then carried out through classical services and group dynamics.

1. Individualized planning programs include the ability to make choices, decision-making, and so on. In addition, the individualized planning program includes self-assessment. Through this self-assessment activity, students will have a positive and constructive understanding, acceptance,

and direction of themselves. This program is implemented through consultation services, individual counselling, and group counselling.

2. Responsive service program in the form of the ability to help meet the needs that are very important and can also be urgent by students. In this service, not only guidance and counselling personnel are needed, but other parties who are closely related to the needs of students at that time are also necessary, such as collaboration with homeroom teachers, teachers, or parents. In addition, the role of peer guidance is also needed if there are students who are qualified in the field of problem-solving.
3. System support program is the ability of the guidance and counselling management system to improve the overall guidance program. This system support is developed through support service activities, such as data collection, professional development, and case handover.

In shaping the character of students at SMP Negeri 2 Babalan, it is based on two foundations, namely: the religious foundation of education and the legal/juridical foundation of education. On the religious foundation of education, shaping the character of students is based on Q.S At-tahrim ayat 6:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاطٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

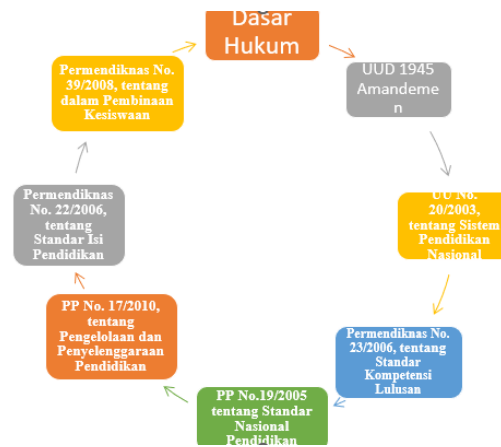
*Meaning: O you who believe, protect yourselves and your families from the fire of Hell, whose fuel is man and stone; its guardians are angels who are harsh, hard, and do not disobey Allah in what He commands them and always do what is commanded.*

From this verse, we can understand that shaping the character of students at SMP Negeri 2 Babalan must start from the family environment as the main and first educator for children. Parents are the main factor in shaping children's character because children will only associate with people in their environment. The role of parents in educating children in the household is very important because it is in the household that a child first receives guidance and education from his parents (M Faishal Hadi, 2015).

While on the legal/juridical basis of education, the existence of character education is rooted in its philosophy, namely: Pancasila. The main goal is to form Indonesian people who live the five precepts of Pancasila and realize them in everyday life. Based on this, it is clear that the purpose of education at every level is strongly directed at character-building for students. The legal basis for character education development that has been implemented at SMP Negeri 2 Babalan includes the

following:

**Figure 1.** Legal Basis for Fostering Character Education



The counselor is expected to be able to overcome all problems and be able to fill all aspects of student life, so the counselor will be a model or model figure whom they refer to in solving problems and where students complain. Although school counselors are not the only parties who must or are most responsible for these conditions, school counselors cannot escape this responsibility (Rokhman et al., 2014).

Therefore, counselling guidance is part of the instruments of character education. It can be seen as a system of beliefs and habits that direct the actions of an individual. Therefore, if the knowledge of a person's character can be known, it can also be known how the individual will behave under certain conditions. An individual with good character is an individual who can make decisions and is ready to take responsibility for the consequences of each decision made.

## CONCLUSION

Based on the conclusion that counselling guidance teachers have a significant role in helping students understand and internalize positive values. Discussions, lectures, and other interactive activities are effective methods for achieving this goal. In addition, counselling guidance teachers also act as advisors who provide advice to students on how to deal with social pressures and overcome daily conflicts. The role of counselling teachers is not only limited to students but also as mediators between students, teachers, and parents. They can help communicate issues related to character education to relevant parties and find appropriate solutions. Collaboration with parents and other teachers can increase the effectiveness of counselling guidance efforts in the educational context. Overall, the efforts of counselling guidance teachers in overcoming the crisis of student

character education are very important in shaping a young generation that has good character. With the right support and guidance, students can overcome character education problems and develop into individuals with integrity, responsibility, and positive attitudes in everyday life.

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