

Guidance and Counseling Management Concepts in Education Student Character

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Abstract: The guidance and counseling service process in schools plays a very important role in developing student character. This activity must begin with planning guidance and counseling activities by analyzing student needs. A counselor, especially a guidance and counseling teacher, must have good management (management and regulations) in order to have good steps in implementing the program that will be created. Guidance and counseling teachers need to design annual, semester, monthly, weekly and even daily programs and for the program to run it needs to be adapted to the management function, it must truly achieve the ideal function of implementing, organizing, carrying out, supervising. In character education, students are expected to be more confident, disciplined, and have soul high social, honest, mutual respect and still Lots Again behavior positive student other. Study This aim For know (1) planning, (2) organizing, (3) implementation, (4) evaluation, (5) factors supporting and inhibiting, (6) results achieved from management guidance and counseling in education character participant educate. Method research used nature review references with research data sources from literature form journal publication in Indonesia.

Keywords: *Management Concepts, Guidance and Counseling, Student Character*

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INTRODUCTION

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Educational Management can be interpreted as the art of managing educational resources so that students can develop the abilities needed for themselves and society. Guidance and counseling teacher is expected to be able to direct his students to recognize the abilities needed by themselves and the community around them (Adinda et al., 2023).

In Educational Management Studies, understanding basic concepts is important to be able to solve managerial problems that will be experienced in educational institutions. Understanding design is a learning process, because by understanding design students can develop their abilities in each subject matter they acquire.

According to Danim (2013) in the formal education process, participants educate is the main and most important source. This is believed to be a basis for a supervising teacher to be able to see student management, which is a very important thing for a guidance and counseling teacher to master to be able to analyze needs. school will participant educate, so school can plan input participant educate with appropriate quality and quantity with vision and mission school.

Education is a planned system to create a learning atmosphere and a learning or training process for students to actively develop their potential so that they have the necessary religious, emotional, spiritual power, personality, intelligence, noble character and skills. himself and society. Poerwadarminta explained that education is also a matter of nurturing and training people. Education is an effort and process of changing attitudes and behavior required by humans and adults through teaching and training. Law Number 20 of 2003 (Article 1 Paragraph 1) explains that education is a conscious and planned effort to create a learning atmosphere and learning process for students by actively developing their potential. To have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation and state.

Education is seen as an ideal institution for educating and instilling character, especially the model (*uswah*) played by teachers (Lumpkin, 2008). Education also acts as a historical milestone for future generations. The impact on education is not immediately felt in a short time, but takes a long time, but will have a strong impact on society (Bojović et al., 2020). One effort to improve the quality of human resources is the emergence of character-based education ideas in the world of education in Indonesia. This idea emerged because the educational process that was carried out for a long time was not yet fully successful in developing Indonesian people with character or it could even be said that Indonesian education failed in forming students with character (Kosim, 2012).

The definition above was deliberately put forward to give us a general description of the meaning of education, but it is realized that the two forms of understanding above are not sufficient to represent the definition of education, let alone limit the meaning of education itself because the meaning as stated above is still vague and vague, so a more detailed definition is needed. Carefully and clearly in order to avoid confusion between the meaning of education and the objectives of the definition effort is very important in providing a clear and firm understanding.

Gunawan (2022) states that character is a set of actions required of humans in which there is a manifestation of awareness in carrying out roles, functions and duties in carrying out responsibilities that can be trusted and accounted for. Every individual Certain have different characters from one to another. Unique humans with the character he has.

The role of education in developing the character of citizens is emphasized in the rationale for developing cultural education and national character, Ministry of National Education (2010), where it is said that education is expected to develop the quality of the nation's young generation

in various aspects that can minimize and reduce the causes of various cultural and national character problems.

Guidance is a form of assistance in the form of instructions in helping someone, both individually and in groups, both preventive and repressive. In handle difficulties is currently experiencing for reach well-being in his life. Walgito (1986) states that counseling is a process of interaction where a person and other people (counselor and client) try to understand and find problems. In terms of counseling itself, there is an understanding that there is good interaction between the counselor and the client, where the counselor tries to help find and understand the problems being faced by the (Hikmawati, 2012).

In accordance with previous research conducted by Hidayat et al. (2020) at Madrasah Aliyah Negeri 1 Bandung City, guidance and counseling is carried out during free hours except for class 12, there is a special time of 1 hour a week for career guidance which prepares students who will continue their studies at the tertiary level. As for what is related to character education at Madrasah Aliyah Negeri 1 Bandung City, namely applying character values such as respect for teachers, both teachers who teach students and teachers who do not teach students, in this case it is of course related to how somebody. In this case, of course, it is related to how a student continues to respect his teacher and greets all teachers, both those who have taught and those who have not taught, as for the application of other characteristics that are determined, namely on piety and religious values, namely how basic it is to require students to perform prayers. congregation at Zuhr time and listen to the kultum before the midday prayer. The difference between research that is relevant to the title under study is that it focuses on the management of guidance and counseling in student character education, which concerns how guidance and counseling manage or direct students in implementing the values of character education in schools and madrasah.

In line with previous research, the gap or problem that occurs in the Madrasah Aliyah Al-Furqon field is that the character education of students is minimal in religious values, morals, respect and discipline. Based on the reality in the field found by researchers, there must be a solution to solve this problem. Therefore, researchers followed up on this problem by making efforts through management guidance and counseling. Guidance and counseling management efforts are possible done that is covers planning, organizing, staffing, leading and controlling.

METHOD

The study was carried out using a literature review method with research data sources from literature in the form of published journals in Indonesia. The articles selected were study articles using a cross-sectional method. The criteria for searching for articles were about the design of guidance and counseling management in educating character education participants. Article searches were carried out using several search engines, namely Google and Google Scholar. The keywords used in the article search are Management Design, Guidance and Counseling, Educating Participants with Setra Character. When searching for articles, year limits were used, namely from 2014 to 2023. Articles used in Indonesian and English in PDF format and is a free article. Based on search results via search engines using the keywords in question and after filtering, a number of suitable articles are obtained. Based on the articles analyzed, various drafts were found, both related and unrelated to the draft guidelines for management and counseling in schools.

FINDINGS AND DISCUSSIONS

The word management comes from the English "Management" which is defined as "Administration, leadership and management". Guidance and counseling management are efforts made or methods used to optimally utilize

all components or resources (manpower, funds, facilities and infrastructure) and information systems in the form of guidance and counseling data sets to provide guidance and counseling services in order to achieve the stated goals. has been determined. Etymologically, management comes from the word "Managio" which means management, or "Manage" or "Managiare" which means training in organizing steps. Minister of Education and Culture Regulation Number 111 of 2014 was issued to become a new reference for implementing guidance and counseling governance starting from *planning, organizing, staffing, leading and controlling*.

Management comes from Latin, namely *manus* which means hand and *agree* which means to do. These two words are combined into *managere* which means to handle. In English, *managere* is translated into the form of the verb *to manage*, with the noun *management*, and *manager* for the person who carries out management activities.

Management activities carried out in counseling guidance need to be adjusted to the function which makes management have a good achievement both in terms of implementation. Implementation of the management functions in question (at a minimum), namely:

1. Planning

A plan is a step that strengthens or strengthens the foundation of implementation overall management success. To create a guidance and counseling program which has been explained in The previous above section related to guidance and counseling teachers needing to create annual, semester, monthly, weekly, daily, in order to be effective and efficient, careful planning is needed so that Later the desired goals can be achieved in accordance with the expectations of education and the individual. Guidance and counseling program which is prepared through various forms of surveys to inventory goals, needs, abilities schools as well as school preparations to implement the program they want to create.

An effective and efficient guidance and counseling program is a program that is well planned continuously and in accordance with its objectives expected.

2. Organizing

Guidance and counseling service programs at schools will not be well structured and implemented and achieved in accordance with the expected goals. If management is not carried out in a system that quality, both in terms of organizing, directing and controlling existing resources. So implementation of guidance and counseling services must have organization and administration, so that the service implementation activities carried out are more focused and clear. In management guidance and counseling, there are several procedures that must be considered (Harefa & Telaumbanua, 2020).

3. Implementation

After planning and organizing, the program is created in accordance with that is planned and organized, it is necessary to carry out what has been planned the. Elements of implementation are part of the implementation of the process in which there are actions command, guiding action, giving instructions and directing to the goal. Implementation is possible is defined as a total of efforts, ways, techniques and methods to encourage members of an organization to be willing and sincere to work as best as possible to achieve goals (Gollwitzer & Sheeran, 2006).

4. Supervision

Supervision is carried out by the supervisor in the field of BK, then the BK coordinator as well using administration, namely: *men* (human resources/personnel), *materials* (ingredients), *machines* (equipment, facilities and infrastructure), *method* (method/service), *money* (source of funds) and *market* (students) (Masbur, 2017).

Guidance and counseling is a process of help or assistance provided by a guide or counselor to an individual through face-to-face meetings or a reciprocal relationship between the two so that the individual is able or capable of seeing and finding problems and is able to solve his own problems. Or it could also be in the form of providing systematic assistance or assistance from a counselor to the individual through face-to-face contact or a reciprocal relationship between the two to uncover individual problems so that the individual is able to see his own problems (Siringo-ringo et al., 2023). In the context of guidance and counseling services, Management can mean the process of planning, organizing, directing and monitoring guidance and counseling service activities, as well as using other sources of energy to achieve predetermined goals and achieve goals.

Optimizing guidance and counseling services needs to be carried out so that guidance and counseling services truly contribute to establishing the vision, mission and goals of the schools and madrasas concerned. This activity is supported by good service management and the achievement of improving the quality of guidance and counseling services.

Minister of Education and Culture Regulation Number 111 of 2014 was issued to become a new reference for the implementation of guidance and counseling starting from planning, organizing, staffing, leadership and control (Zamroni & Rahardjo, 2015).

Guidance and counseling management based on Minister of Education and Culture Regulation number 111 of 2014 explains that guidance and counseling as a professional service in educational units is carried out by professional educators, namely a counselor who has graduated with a professional degree or a guidance and counseling teacher is a guidance and counseling teacher. Bachelor of Guidance and Counseling graduates, as we know, those who can provide guidance and counseling services are counselors or those who have graduated with a Bachelor of Guidance and Counseling

degree. If we look at the inadequate answers of a guidance and counseling teacher in a school with 24 hours of lessons per week, the average counselor can carry out counseling activities equivalent to 2 hours of lessons so that there are 12 counseling activities carried out in the classroom and outside the classroom. Guidance and counseling teachers in schools sometimes get more assignments, this is because in schools where there is basically only 1 guidance and counseling teacher, it should be 1:150 or you could say that a guidance and counseling teacher provides support or even collaborates with his/her foster students, numbering 150 students. So there is the possibility of more than 12 counseling activities being carried out in a week. Therefore, it would be better if there were programs that must be implemented by guidance and counseling teachers, namely annual, semester, monthly, weekly and daily programs.

The management of guidance and counseling services according to (Hifsy et al., 2022) are (1) *Planning*, planning is the initial preparation towards achieving goals. Planning is a process for preparing systems, tactics, techniques, methods, personnel and facilities that will be used in carrying out activities. Planning in guidance and counseling will greatly determine the process and results of the guidance and counseling service itself. Guidance and counseling services as an activity process require careful and systematic planning from program preparation to implementation. (2) *Organizing*, organizing is a further step after planning is carried out. This step is a further arrangement regarding the types of work, allocation of tasks, personnel carrying out the work, costs, and provision of necessary facilities. The manifestation of organizing activities is the process of arranging, arranging and organizing. By organizing, all the necessary infrastructure and facilities as far as possible are ready to use and ready to go. Organization in counseling services refers to how guidance and counseling services are managed or organized. With this organization, all the necessary infrastructure and facilities

as far as possible have become ready to use and ready to go. (3) Actuating (Follow Up), based on the results of planning and organizing, it is then followed up by mobilizing all resources in activities to achieve goals based on the rules and policies that have been organized. Actions that enable all tasks to be carried out by utilizing these resources are called the driving process. In the management of institutional units, implementation includes all activities related to guidance and counseling that have been arranged in the program. (4) Controlling (Supervision / Assessment), assessment is carried out on the implementation of the service process and also the results of the services carried out. In the assessment stage, the narrow understanding of assessment concerns the assessment of results, while broadly assessment contains elements of development and coaching. This principle in counseling services concerns how to supervise and assess guidance and counseling activities starting from the preparation of program plans to their implementation.

Officially, guidance and counseling's presence at school is becoming more grounded. Various efforts have been made by public authorities, the Indonesian Guidance and Counseling Association (ABKIN), previously IPB (Association of Guidance Officers), as well as various other parties which have obtained results both quantitatively and subjectively. In terms of numbers, it can be said that all junior high schools, high schools, vocational schools have provided guidance and counseling.

Activity management guidance and counseling said productive if can produce output Good in a way quality and quantity. Quality from service guidance and counseling seen from level satisfaction from the counselee gets it service guidance and counseling. Whereas quantity from service guidance and counseling seen from amount the counselee gets it service guidance and counseling. Effective means suitability between the results achieved with purpose, effectiveness from service guidance and counseling is see from achievement service guidance and counseling that is counselee capable

develop himself optimally. Whereas efficient if suitability between source Power with output or use minimal funding sources available achieved in accordance expected goal. Service guidance and counseling can stated efficient if objective guidance and counseling that is development self counselee can achieved with use source little power. The effective and efficient achievement of goals management guidance and counselling is contingent upon the fulfilment of principles management.

Thus, managing counseling services in schools is not just about dealing with students because counselors also need to provide services. If students have problems with their parents, even counselors also need to carry out several supporting activities, one of which is home visits (home visits), where the counselor comes to the client's house. If we look at the work of a counselor who handles 150 students with a workload of 24 hours per week, it is not enough to meet the needs for implementing counseling carried out by a counselor.

The main aim of guidance and counseling itself is to focus on educating development participants. The character values applied are discipline, religion, devotion, respect, socialization, this is proven by the various activities carried out such as congregational midday prayers, and special activities such as camping which is held specifically to train self-confidence. , discipline, as well as training participants' mental well-being and extracurricular activities that support the formation of participants' educational character.

The world of education is the process by which students begin their study period at school. Education is a set of tools to fulfill a person's curiosity to learn, be creative and become a student with character. So education is an effort to build human character which is carried out with designs, methods and strategies that adapt to the environment. The character of a nation is developed

in the character of each individual citizen, thus character can be developed starting from the family environment and school environment

According to Althof & Berkowitz* (2006) character education can mean fostering a democratic life together, a deep moral commitment in living together, for example mutual respect, respect, and caring for the welfare of many people. Meanwhile, character itself is a character, habit, moral or personality that is formed due to the internalization of various policies (virtues) which are used as a basis for thinking, acting, looking at things and then acting. The character itself doesn't just suddenly form, but many factors will influence its development. Of course, as a form of self-development effort, character can be influenced from within oneself and the environment. Kaimuddin (2014) states that character education is a conscious, planned and directed effort through environmental learning to grow the flower of all human potential who have a personality of good character, morality, morals and effectiveness which is constitutively positive towards nature and society. So that character education can be implemented in all educational environments, both formal and informal.

Character is matter fundamental difference man with animal. Efforts towards strengthening education character it's been done a long time ago government through *Gerakan Nasional Revolusi Mental* (GNRM) in 2010, it was continued with the program *Penguatan Pendidikan Karakter* (PPK) in 2016 (Ismail et al., 2021). Character as an identity for each individual formed by attitudes, patterns of thought, values, courtesy through good interaction between fellow nor the environment. Characters too can influence method view, think and act for every individual.

Character can be said to be the true state of an individual's inner self that differentiates him or herself from other individuals. Character will shine through the results of thought, feeling, intention, and heart which of course contain moral capacity, values and abilities (Suharyanto, 2013). Character

education needs to be carried out considering that currently there are many behaviors that deviate from disciplinary (Dole, 2021). Character education is emergency education that must be carried out to overcome various educational problems (Maria et al., 2021).

The role of the teacher in the self-development of students requires a set of characteristics, correct and capable character, competence and mindset. that is: a) Become a super teacher, the formulation of the 30 M's: fun, impressive, intelligent, empower, strengthen, enlighten, strengthen, inspire, explain, motivate, touch, strengthen, build, awaken, align, dilute, unite, excavate, facilitate, deliver, boast, change, save, maintain, accelerate the potential and abilities of students, teach, heed it, perfect it, pray for it. b) The significant role of the teacher, namely as an inspirer, as an observer, as a facilitator, as dynamist and as a motivator.

This self-development effort is supported by the opinion of Patrick et al. (2011) namely that self-development has meaning for students to develop students' talents, interests and potential, both academic and non-academic and the development of talents and interests is a fact necessary for the achievement of each school and has an impact on school achievement positive. Having aesthetic values means that the teacher must balance or harmonize between students' desires and extracurricular activities at their school or there is synergy between them needs with the program being created. Has ethical and theological values, namely by existing basic services for development guidance with faith and devotion to God Almighty So that students have a stronger religious foundation and at the same time have polite behavior, polite, honest, trustworthy, fair, respectful, law-abiding, forgiving and responsible.

There are 18 grades mark in development National character education created by the National Education Department includes:

1. Religious, obedient attitudes and behavior in carrying out religious teachings according to what they preach, and living in harmony with followers of other religions.
2. Honesty, trying to make yourself a trustworthy person.
3. Tolerance, attitudes and actions respecting various differences.
4. Discipline, action and behavior orderly and obedient to various regulation.
5. Hard work, actions and behavior of never giving up and being willing to fight.
6. Creative, thinking and doing something to produce something new.
7. Independent, attitudes and behavior do not easily depend on other people.
8. Democratic, a way of thinking, behaving and acting that values the same rights and obligations as other people.
9. Love of peace, attitudes and actions to produce something useful for society and respect the success of others.
10. Friendly/communicative, sociable attitudes and actions and willing to help others.
11. Appreciating achievement, an attitude of respect for success both in oneself and others.
12. Love homeland, way think, act and have insight that prioritizes interest nation and state.
13. Love it reading, habit provide time For add outlook for himself.
14. Care environment, attitudes and actions always endeavor guard nature and prevention damage environment.
15. Spirit nationality, way think, act and have insight that prioritizes interest nation and state.
16. Wanting know, attitude and action for always endeavor in want to know something what he learned, look at it or heard.
17. Not quite enough answers, attitudes and behavior somebody in carry out duties and obligations.

18. Social care, attitudes and actions of wanting to provide help to people who need it.

The issue currently in focus is the character of the nation's successors. Problems that we often see in various media and directly show that some students seem to be less familiar with character education, where students still lack the value of politeness, curses are often hurled at friends and even teachers, many students always want to win by themselves, and students lack values. honesty. Our nation seems to have lost the local wisdom that has characterized the nation's culture for centuries. This is also in line with the opinion of Budiarto (2020) that currently with the realities that exist in society, especially the younger generation, some of them seem to no longer pay attention to morals.

At this time we can observe various facts about a moral crisis that is occurring without realizing it and this nation is on the brink of destruction. Looking at the various facts of the moral crisis that we see now, without us realizing that this nation is on the brink of collapse. This is in accordance with the opinion of Lickona (Gunawan, 2022) who states that there are 10 signs of the times that are currently occurring and must be watched out for because they will bring the nation to the brink of destruction. The 10 signs of the times are: (1) Increasing violence among youth/community, (2) Using worsening language and words, (3) Increasingly strong influence of peer groups (gangs) in acts of violence, (4) Increasingly strong behavior that can be self-destructive, such as drug use, alcohol abuse and free sex, (5) Increasingly blurred moral guidelines for good and bad, (6) Reduced professional ethics, (7) Low respect for parents and teachers, (8) Low sense of responsibility individual and group answers, (9) Culture of lying or dishonesty, (10) Mutual suspicion and hatred.

Based on the results of literature studies sourced from books, articles and character education experts, after collecting, reading, recording,

processing and analyzing. So the results of critical analysis can be illustrated regarding what factors are obstacles to the cultivation and development of character education:

The first inhibiting factor is the lack of role of parents in instilling character values in students. In this case, parenting is the most important thing for the formation of a child's/individual's character. However, sometimes parents apply the wrong parenting style. Maybe from the parents' perspective the aim is good, but in implementation the method is wrong. Wrong parenting patterns will certainly have a negative impact on students/individuals (Putri et al., 2023).

The second factor that hinders character education through the role of parents is economic factors. Whether we realize it or not, economic status also influences the character of the child/individual. Yusuf (2021) said that parents who live in low financial and economic conditions tend to have an authoritarian parenting style and experience depression.

Another factor that can become an obstacle in the cultivation and development of character education is still related to economic factors. If a family's financial situation is not good, it will certainly affect nutritional intake for the development of the body and brain. Susilowati (2018) revealed the influence of inadequate nutrition on the body's organs and systems. As a result, the child's growth will be hampered and this will be very detrimental to the child's performance (*stunting*). What is even more worrying is that it will hinder mental and brain development.

The implementation of guidance and counseling in educating students with character is adjusted to the Minister of Education Regulation Number 111 of 2014 concerning guidance and counseling which includes basic services, responsiveness of services, individual interests of service participants and educational planning, as well as support systems. In implementing the guidance and counseling program, methods are used in accordance with the

activity program that has been provided which has been previously formulated, such as classical guidance, group guidance, individual counseling or group counseling as well as other methods that support bk activities such as case conferences, advocacy or consultation. Apart from that, the implementation of guidance and counseling also examines various aspects, including counseling field guidance services, types of counseling guidance services, motivation of education participants and character-building activities such as extracurriculars.

CONCLUSION AND RECOMMENDATION

Design implementation management guidance and counseling have achieved the objectives contained in the Minister of Education and Culture Regulation Number 111 of 2014 which was issued to become a new reference for the implementation of guidance and counseling starting from planning, organizing, staff placement, leadership and control (Zamroni & Rahardjo, 2015). With the number of personnel, problems in each school will be resolved if the conditions for guidance and counseling management can be implemented well. Both in the creation of programs and the availability of guidance and counseling teachers at the school. The results achieved from guidance and counseling management include changing student behavior for the better, increasing achievement, and increasing student discipline.

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