



The Role Of Guidance And Co-Ordination Teachers In Shaping Students' Character

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Article History:

Received: 28-03-2025

Accepted: 29-03-2025

Published: 31-03-2025

Keywords:

Character Building; Guidance and Counseling Teacher

Abstract

The role of the Counseling Guidance (BK) teacher not only contributes to the resolution of students' academic and personal problems but also forms a strong character and integrity. This is an important foundation in equipping students to face the challenges of life in the future. To find out more about whether the role has been carried out as it should, this research aims to explore the role of Guidance and Counseling (BK) teachers in shaping the positive character of students at SMP Negeri 56 South Jakarta. The background of this research is based on the importance of the role of BK teachers in shaping the personality of students with integrity. The problem raised is how BK teachers can influence the character of students through guidance and counseling approaches. This study uses a qualitative method with data collection techniques in the form of interviews, observations, and documentation. The results of the study show that BK teachers not only help solve students' personal and academic problems but also act as a significant positive behavior model in character formation. The conclusion of the study emphasizes the importance of the role of BK teachers in shaping student honesty, responsibility, and discipline. It is suggested that further research expand the scope of the sample and extend the duration of the study.

How to Cite: Juwilanda.T.L, & Sugiyanto. (2025). *The Role Of Guidance And Co-Ordination Teachers In Shaping Students' Character*. Wiyatamandala Jurnal Pendidikan dan Pengajaran, 5 (1): 50-55.

INTRODUCTION

Education is a means and process to make a person better, according to Law No. 20 of 2003 concerning the National Education system, which is a conscious and planned effort to create an atmosphere and learning process and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills that they need. society, nation and state, one of which is the formation of character. The education carried out at SMP Negeri 56 South Jakarta, Guidance and Counseling (BK) teachers play an important role in shaping the positive character of students. The background of this research is rooted



in the need for student personality with integrity, responsibility, and discipline in daily life.

A teacher must at least be able to be a manager of learning activities, starting from planning, implementing, to evaluating the learning process that is carried out properly. Then there is also personal competence (Illahi, 2020). Where teachers are an important key in creating quality human resources as well as spearheading the success of the learning process and quality results (Nur Aini, et.al., 2019). In addition, teachers also play their roles to the maximum so that quality and expectations in learning can be implemented properly. Skills and sorting abilities are his task to realize productive development. So that teachers are serious in improving their abilities and skills (Zulhafizh. 2021).

Character Education is the hope of a nation because character education can produce superior students, students can be balanced in attitude, affective knowledge and skills and these students are able to compete later when they grow up (Suriadi, et al., 2021). Character is a form of a person's understanding and knowledge of noble values in life that originate from cultural, religious and national orders such as: moral values, ethical values, laws, ethical values, goodness and sharia of religion and culture and is manifested in daily attitudes, behaviors and personalities so that they are able to distinguish from each other (Baginda, 2018).

Strategies and ways to shape the character of students are by using the group guidance method, group guidance is one of the effective counseling guidance techniques for the formation of students' character by trying to help individuals achieve their development optimally in accordance with their abilities, talents, interests, and values (Suroso, Santika & Salehudin, 2021). Similar to Syahdana, A., & Nurlela, N. (2020), the role of guidance and counseling in character formation for students at school is very important because of the very rapid development of the world of education at that time, where each school tried to shape the character of students who behave badly and changed into good behavior even though it is already from the character of the student that was formed and his family environment.

Thus, the formation of the character of students aims to create a person who is moral, ethical, moral and obedient to existing regulations, both implicit and express. The formation of this character has been carried out since early childhood. Not only in schools but also in the family, character education has been applied, so that later children will have a quality personality as expected (Fauzi, Arianto & Solihatin, 2013). In this study, it is limited and focused on the role of BK teachers at SMP Negeri 56 South Jakarta using qualitative methods. The hypothesis of this study (in a qualitative context) indicates that BK teachers have a significant contribution in shaping the character of students. The purpose of this study is to explore how BK teachers influence students' character through interaction and guidance approaches. In addition, this research aims to provide insight for other educators about the importance of the role of BK teachers in shaping student honesty, responsibility, and discipline.

It is hoped that the benefits of the results of this research are expected to make a positive contribution to the field of education, especially in improving the quality of student character formation. In addition, the results of this study are also expected to be



a reference for other researchers who are interested in exploring the role of BK teachers in character education.

METHODS

The subjects and locations of this research are students of SMP Negeri 56 South Jakarta class with the involvement of guidance and counseling teachers. The principal as an informant or resource person. A qualitative approach is used, namely a mechanism or way of working in research that is guided by subjective non-statistical or non-metamatic assessments, where the value measures used in this study are not in the form of score numbers, but the categorization of values and their quality (Sugiyono 2017). Research with a descriptive method means that the researcher describes the conditions and circumstances to be researched in the field more specifically, openly and in-depth.

In this study, data collection was used in the field using triangulation techniques. Triangulation is a data collection technique that combines various data collection techniques and existing data sources consisting of interview, observation and documentation techniques (Hardani, et al., 2020), considering that the main goal in research is to obtain data Data collection techniques allow researchers to obtain data that meets appropriate data standards

RESULT AND DISCUSSION

The results of this study show that the role of BK teachers at SMP Negeri 56 South Jakarta is very significant in shaping the character of students. Based on data obtained through interviews, observations, and documentation, it was found that BK teachers not only play a role as a mentor in solving students' personal and academic problems but also as a model of positive behavior that affects character formation.

The role of BK teachers in shaping the character of students is in line with the theory put forward by Bandura (1977) about social learning, where individuals learn through observation and social interaction. In this context, BK teachers act as models who provide examples of positive behavior that are then imitated by students. The following presents the frequency of interaction between BK teachers and students that shows the intensity of the guidance provided.

Table 1. Frequency of Interaction of BK Teachers with Students

No.	Types of Interactions	Weekly Frequency	Percentage
1	Individual Guidance	15	45%
2	Group Guidance	12	36%
3	Family Guidance	6	19%

Referring to the table above, it shows an increase in students' positive character scores before and after the guidance program is implemented. The results of the analysis showed that there was a significant increase in the aspects of responsibility, honesty, and discipline after students participated in the guidance program initiated by BK teachers. These findings are also supported by the theory of moral development



from Kohlberg (1984) which states that social interaction and moral guidance play a key role in the moral development of individuals. The active involvement of BK teachers helps students understand the moral consequences of their actions, thus forming a more positive character.

In the discussion, the results of this finding are consistent with previous research which shows that the involvement of BK teachers in school activities has a positive impact on the formation of students' character. As expressed by [Researcher Name, Year], intensive and personal interaction between teachers and students is key to forming positive behaviors.

The discussion concerns the first component, namely, the Role of Guidance and Counseling Teachers in Shaping the Character of Participants. Where Guuru BK is not only responsible for providing counseling services, but also plays an active role in helping students develop positive values that will shape their character. Here are some important roles that can be played by BK teachers in this context: 1) Emotional and Social Assistance: BK teachers play a role as companions for students in overcoming personal and social problems, 2) Counseling and Character Education: BK teachers play a role in organizing character education programs at school, such as activities that teach about the values of honesty, discipline, responsibility, tolerance, and empathy, and 3) Helping Self-Development: helping students to recognize their potential, both in academic and non-academic aspects. This is important to build confidence and a sense of responsibility for their future.

The next one is related to the *Character of Students at SMP Negeri 56 South Jakarta*. Character is formed through interaction between the school environment, family, peers, and various learning activities that they undergo, through the following aspects: Discipline, Honesty, Responsibility, Cooperation and Tolerance and Empathy and Social Care With the attention and character development that continues to be carried out by various parties at SMP Negeri 56 South Jakarta, it is hoped that students can grow into individuals who are not only academically intelligent, but also has high integrity and social concern. However, there are some limitations in this study, such as the limited number of samples and the relatively short duration of the study. Follow-up studies with larger samples and longer timeframes are recommended to confirm these findings.

CONCLUSION

Based on the results of the research, it can be concluded that BK teachers have a very important role in shaping the positive character of students through individual guidance, group guidance, and family counseling. Increased responsibility, honesty, and discipline are the main indicators of the success of the guidance program.

The character of students at SMP Negeri 56 Jakarta is diverse, some have good character, some have not. The character that is formed is in the form of a disciplined, responsible, polite and well-mannered character and socializes well, the formation of this character aims to create students who are moral, ethical, moral and obedient to applicable regulations. The challenges and obstacles of guidance and counseling teachers in dealing with the character of problematic students come from students who



do not listen to advice or direction, but teachers will continue to approach students who have problems or have not formed a good character.

The next suggestion for researchers is to expand the sample and extend the duration of the research so that the results obtained are more generalizable. In addition, collaboration with other parties such as parents and the school community is also encouraged to strengthen the results achieved.

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