

TO BUILD STUDENT CHARACTER; COLLABORATION OF GUIDANCE AND COUNSELING TEACHER WITH PARENTS IN MADRASAH TSANAWIYAH NEGERI, LANGSA CITY

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ABSTRACT

Schools are responsible for forming students with character and personality. Guidance and counseling teachers have full duties and responsibilities in building the character of students. The formation of student character is certain to go well when there is also a good relationship between schools, namely through guidance and counseling teachers with students' parents. This study used a qualitative method, a descriptive approach, supported by various theories obtained from books, articles and websites. The location is at the State Madrasah Tsanawiyah, Langsa City. The research subjects were guidance and counseling teachers and students' parents, by means of random sampling, there were 47 subjects. Data collection was carried out by distributing questionnaires containing statements and in-depth interviews. Data analysis techniques use percentage formulas, and data processing by data reduction, data presentation, and drawing conclusions. The results of the study show that cooperation that is built intensely and is planned more dominantly puts forward discipline (89%), honesty (82%), hard work (95%), religion (100%), love of the motherland (95%), diligent reading (100%), social care (95%), and responsible (100%). The percentage obtained is above 80%.

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1. INTRODUCTION

School can be interpreted as a place or place to shape a child's character. School is a second home for him, he spends so much time on activities (Karkono, 2019). In it, there is a systematic and complex interweaving of all forms of

customary activities that apply with the main objective of leading to the process of carrying out the transfer of knowledge from educators to students, so that in the end a character of students is born which is expected together.

The togetherness in question is a collective hope through the supporting sub-systems in achieving success which needs to be proven by real action. Schools as educational institutions definitely share responsibility, schools are the most trustworthy, competent and credible in dealing with character issues for their students. Schools as educational institutions are certainly responsible, most reliable school, competent and credible in dealing with character issues for their students.

School as a character environment is the main supporting environment that plays a very important role in the formation of children's character. The educational environment as a future cultural heritage is the key to the successful formation of student character. School is the most complete place for forming a child's character, starting from general knowledge, science, and complete religious knowledge given at school (Sutrisno, 2019). Schools are responsible not only for producing students who excel in science and technology, but also for identity, character and personality (Subianto, 2013, p. 336).

One of the responsibilities for dealing with student character problems at school is the guidance and counseling teacher. The reason is, with the status of professionalism autonomy that is owned, the role in solving various character problems experienced by students at school is more reliable through the ability of guidance and counseling teachers. Guidance and counseling teachers are called "school counselors". Counselors are teachers who have duties and responsibilities, have full authority and rights in counseling guidance activities for students (Riswani & Amirah Diniaty, 2008, p. 5). Through the coaching that is carried out, guidance and counseling teachers have a special role to give birth to students with positive character as expected, at the same time this will be beneficial for students to adapt to their environment wherever they are (H. Abbas, 1999, p. 17).

Education in shaping student character, ensured that it will take place in a quality manner if there is also a good relationship between the school and the family, one of which is the occurrence of a cooperative relationship between guidance and counseling teachers or counselors and students' parents (Walgito, 2010, p. 109). The collaboration between the two is in essence very close, so that

it has a direct impact that is so big in taking steps together as a goal of finding solutions to solving the character problems experienced by their children.

There are 18 points of strengthening character education that are recognized by the government and need to be of joint concern to guidance and counseling teachers and parents of students. To solve this problem, students' character development must continue to be carried out, namely: honest, tolerant, disciplined, hard working, religious, creative, independent, democratic, curiosity, the spirit of being a child of the nation, love of the motherland, respect for achievement, communicative, love peaceful, diligent in reading, caring for the environment, caring socially, and being responsible (Said Hamid Hasan Dkk, 2010, pp. 9–10).

2. METHODS

The type of research used is qualitative with a descriptive approach. Furthermore, to strengthen the arguments against this research, it also needs to be supported by various theories obtained from books, articles, websites, and laws, government regulations. The location is at the State Madrasah Tsanawiyah, Langsa City. The subjects of the study were the guidance and counseling teachers and the students' parents, with a random sampling of 47 subjects. Data collection techniques were carried out by distributing questionnaires containing statements and in-depth interviews. Data analysis techniques use the percentage formula. Furthermore, data processing is carried out through data reduction, data presentation, and drawing conclusions.

3. FINDINGS AND DISCUSSION

From the results of the research found, it can be explained that guidance and counseling teachers and parents of students in solving student character problems have been intertwined all the time or while students are still in school. The cooperation that has been built so far in an intense and planned manner is larger and dominant in the focus on discipline, honesty, hard work, religion, love of the motherland, fond of reading, social care, and responsibility. The percentage obtained is above 80%, so this at the same time proves that solving problems in build student character at school is prioritized over the 8 so-called strengthening points. Parents always feel get involved in monitoring and coaching their children.

Tables results of the guidance and counseling teacher's collaboration with parents in build student character

No.	Character Point	47 Subject (Parents)	Description (≥ 80%)
1.	Discipline	42 /(89%)	Dominant
2.	Honest	39 /(82%)	Dominant
3.	Hard Work	45 /(95%)	Dominant
4.	Religion	47 /(100%)	Dominant
5.	Love The Motherland	45 /(95%)	Dominant
6.	Diligent/Like Reading	47 /(100%)	Dominant
7.	Social Care	45 /(95%)	Dominant
8.	Responsible	47 /(100%)	Dominant

3.1 DISCIPLINE AND HONEST

With regard to disciplinary problems, out of 47 parents, as many as 42 or 89% of the subjects felt involved or together with the guidance and counseling teacher carried out disciplinary coaching for students. This condition shows that the development of discipline both at school and in the family for students will always be a serious concern to continue to be given understanding and trained by both of them. Schools through guidance and counseling teachers continue to carry out periodic monitoring of this issue.

Regarding the issue of honesty, as many as 39 or 82% of the subjects felt they were involved or together with the guidance and counseling teachers carried out honesty training for students. This condition shows that teaching honesty is no less important than discipline. Honest or not lying, both attitudes and actions shown are considered as basic capital in living life for students. Schools and the role of parents both have a big contribution to this problem.

Several ways to instill discipline in children through efforts such as: a). Be a role model in accordance with applicable norms, b). Bertgether with them co-creating norms and complying with them, c). Giving assignments with the aim of training the child's ability to understand the importance of the task, d). Understand the child's world and participate in repairing if something happens that may hinder the child's understanding of discipline, e). Provide an understanding of the logical consequences of the results that have been made regarding discipline, and f). Control the child's actions continuously without pause (Moh. Shochib, 2000, p. 124). The decisions of guidance and counseling

teachers and parents are very aware that instilling discipline is the same as incorporating values and norms of life.

Fostering and also practicing honesty from an early age means that someone is saving or helping others to change their living conditions in a better direction. Honest to deeds will avoid all setbacks (Muhammad Yaumi, 2014, p. 65). Efforts to foster honesty in children can be done by: a). Convey something truthfully, b). Not lying, c). Do not manipulate information, and d). If you feel wrong, apologize immediately (Mohammad Mustari, 2011, p. 19). Honesty must be fostered from an early age without having to go through or wait for certain human development phases.

3.2. HARD WORK AND RELIGION

Regarding the problem of hard work, as many as 45 or 95% of the subjects felt involved or together with guidance and counseling teachers carried out hard work coaching for students. This condition shows that coaching towards hard work will produce prosperity for children's lives. Every business that is done through hard work and optimism will definitely achieve success.

Training and fostering hard work to children as an effort to teach them not to give up on circumstances, face and solve problems, and not give up easily at every failure (Agus Wuryanto, 2011). Hard work is a lesson that becomes a life experience for anyone who wants to achieve success, namely through effort, belief, and determination. The views of guidance and counseling teachers and parents regarding this issue have received serious attention.

Regarding religious problems, as many as 47 or 100% of the subject felt involved or jointly with guidance and counseling teachers carried out religious coaching to students. This condition shows that fostering Islamic religious values for children is entirely a responsibility that cannot be assigned to one party only. Everyone has an interest in this matter and it must be taken seriously. Spiritual development through the religiosity of Islamic values is intended to introduce all forms of creation and the greatness of Allah SWT in this universe. Students need to know the various rules of life to achieve a balance between the world and the afterlife.

Religion determines many of the rituality of daily life, and also determines which ones may be performed and which may not (Brainerd & Menon, 2015, p. 439). Religiosity or righteous behavior is an important provision for living life on earth, so that it is believed that it will be able to save the next journey of life

(ukhrawi). Together with parents of students, guidance and counseling teachers also position themselves to continuously carry out this coaching.

3.3. LOVE THE MOTHERLAND AND DILIGENT/LIKE READING

With regard to the problem of love for the motherland, as many as 45 or 95% of the subjects felt they were involved or together with the guidance and counseling teachers carried out build love for the motherland to students. This condition shows that conducting coaching related to love for the motherland is an effort to provide an understanding of appreciation related to loyalty, pride, defense, and care for language and culture in the Republic of Indonesia. Fostering Children to love the motherland means build the identity of the nation's children to become nationalist individuals.

The expected goal is to be loyal to the Indonesian nation and state by doing something of quality for the advancement of the surrounding community (Winarno Dkk, 2014, p. 9). Evidence of love for the motherland can be proven by not being tempted by offers from the influence of other nations that can harm the nation itself (Suyadi, 2013, p. 9). Building and fostering awareness of love for the motherland is the burden most parents expect from the school, parents have full hope for this problem.

Regarding the problem of diligent reading, as many as 47 or 100% of the subjects fully felt involved or together with the guidance and counseling teacher carried out coaching to be aware of diligent reading to students. This condition shows that the attention they give is fully to save and help students to have broad and quality knowledge for their lives both now and in the future. Reading has benefits in opening the horizons of thinking and to improve the quality of life (P. Jennings, 2006, p. 17).

The concrete hope of educational institutions or schools for students is to produce knowledgeable human qualities. Through the habit of diligent reading this desire will come true. The habit of reading by itself turns into an interest and addiction. Interest in reading is a reading virus that is transmitted by the surrounding environment (P. Jennings, 2006, p. 17). The situation at home and at school really needs to create habits in achieving these goals. The influence of an environment that likes to read can be a good example for students.

3.4. SOCIAL CARE AND RESPONSIBLE

With regard to social care issues, as many as 45 or 95% of the subjects felt involved or together with the guidance and counseling teacher carried out

awareness build for students' social life. This condition shows that social life must be a necessity that is instilled from an early age and must be continuously trained through cooperation and caring for fellow human beings.

In simple terms, a sense of social life can be seen from a student who is shown by a sense of mutual assistance, loyal friends, tolerance, empathy, sympathy for others, and in the end a norm will arise for their lives so that they live in peace, courtesy and harmony. Fostering awareness of social life is a part that is believed by guidance and counseling teachers and parents of students if it is implemented properly then various immoral behaviors will automatically disappear from students.

Students are also social beings, who cannot live alone and need togetherness in their lives. All of that is in the context of mutual giving and mutual benefit towards a peaceful life in the world (Santoso, 2018). Interaction between people essentially need each other. Basic social life coaching for students can be trained through active social interaction and useful verbal communication (DitSMP, 2021). Guidance and counseling teachers and the school are more expected in carrying out this builds.

Regarding the issue of responsibility, as many as 47 or 100% of the subjects fully felt involved or together with guidance and counseling teachers carried out responsibility coaching. This condition shows that a sense of responsibility is very meaningful, meaningful, and important to be instilled in order to lead to intrapersonal complexity in order to become a complete human being in living life.

Responsibility is the same as independence, discipline, honesty, and a series of other intrapersonal competencies, this is an ability that is acquired by a child from his environment because the learning process occurs, the result of stimulation from his interaction with the environment (S. Tondok, 2012, p. 1). Develop of a sense of responsibility must be instilled with training models that are directly touch the journey of a child's life. All forms of children's actions must be given a detailed and concrete explanation by teachers and parents of the impact or consequences received from these actions.

In ril, it is not easy to teach children to have a sense of responsibility, and even so it must be done (Syamsul Kurniawan, 2016, p. 158). It really needs cooperation between adults who understand this problem. Several principles are needed by teachers and parents in instilling a sense of responsibility in children: a). Really need to give examples and exemplary, b). Starting with simple

activities, c). Appreciate the results of responsibilities made by children, and d). full of patience in teaching children (S. Tondok, 2012, p. 2). The roles of teachers and parents are both aware of this problem, and fully regard it as a joint problem that must be lived through and resolved.

3.5 BUILDING AND STRENGTHENING CHARACTER AS THE BASIS FOR THE MAIN GOALS OF THE SCHOOL

Educational institutions or schools play a major role in cultivating student character building. Schools can be likened to a laboratory in printing the best or most appropriate behavior towards the quality of a child's life (Dalyono & Enny Dwi Lestariningsih, 2017, p. 2). Character is also proof of an individual who has a strong identity (Haedar Nashir, 2013, p. 3), in the dimensions of heart, mind, body, and feel and intention (Agus Wibowo, 2012, p. 36). Coaching and strengthening character in schools for students has a noble goal, namely to then give birth to various behaviors or actions that invite benefit to those around their environment.

The teacher is the main influence in schools on the formation of student character, through the range of examples given such as how the teacher speaks, behaves, conveys material, tolerance, and various other things (Muhammad Jafar Anwar & Muhammad A. Salam, 2015, p. 33). The exemplary in question is habituation by the teacher to teach or indoctrinate in order to produce a culture of character for the community, especially students at school. Good coaching is believed to be able to produce strong human resources intellectually (smart), spiritual, social (Saddam, 2021, p. 282).

The character development carried out by the teacher in essence will never stop at any time, and this is absolutely his responsibility which is westernized as the controller, printer and character producer in the school environment. Solving student character problems of any type is the work of all teachers, including guidance and counseling teachers.

3.6. COOPERATION BETWEEN GUIDANCE AND COUNSELING TEACHERS AND PARENTS IN BUILD STUDENT CHARACTER PROBLEMS

The results in fact prove that the cooperation between guidance and counseling teachers and parents in overcoming character problems faced by students is going well. So far, cooperation has been formed by prioritizing problem-solving through discussions or exchanging ideas between students first,

until later when the problems are felt to be difficult or not resolved, then the teacher involves the parents of these students. the cooperation that is also built that by providing information and reminding each other. As for the time related to the settlement of a case, a concept of a mutually agreed settlement target has been prepared while still prioritizing deliberation.

Problems related to student character disturbances, no matter how small, do not escape the attention of the school, especially guidance and counseling teachers who are the part most fully involved in taking various actions to overcome the problems that occur. As for the completion management that was formed, it has been running very optimally. Both parties, namely between the school and parents, can both accept and agree on the entire process of the system being run.

It can be understood that the concept of cooperation in fostering student character problems really depends on the seriousness or needs to be the concern of all observers who feel they have a connection to this problem. That is, it cannot be borne by one party only. The tendency for settlement by one party can result in disinformation, miscoordination, and various other errors that lead to the failure of an educational process for students to run optimally and with quality.

Applies to all observers, if you are going to build a child's character you must prioritize firmness, consistency, directing or guiding, never feeling annoyed or angry, and training children to be independent (Elizabeth Hurlock, 1999, p. 3). Form character is not easy and requires extra patience. In this case and by looking at the current modern era situation, both guidance and counseling teachers and parents need to be aware of the importance of character building for students as the most fundamental basis for behaving and behaving.

4. CONCLUSION

In this case, the author will provide some conclusions from the entire discussion of the research results above, namely as follows:

- From 18 points of strengthening character building. The cooperation that has been built so far in an intense and planned manner is larger and dominant in the focus on discipline, honesty, hard work, religion, love of the motherland, fond of reading, social care, and responsibility. The percentage obtained is above 80%, so this at the same time proves that solving problems in build student character at school is prioritized over the 8 so-called strengthening points. Parents always feel get involved in monitoring and coaching their

children. Parents always feel get involved in monitoring and coaching their children.

- Discipline and honest. Out of 47 parents, as many as 42 or 89% of the subjects felt involved or together with the guidance and counseling teacher carried out disciplinary coaching for students. As many as 39 or 82% of the subjects felt they were involved or together with the guidance and counseling teachers carried out honesty training for students.
- Hard work and religion. As many as 45 or 95% of the subjects felt involved or together with guidance and counseling teachers carried out hard work coaching for students. As many as 47 or 100% of the subject felt involved or jointly with guidance and counseling teachers carried out religious coaching to students.
- Love the motherland and diligent/like reading. As many as 45 or 95% of the subjects felt they were involved or together with the guidance and counseling teachers carried out fostering love for the motherland to students. As many as 47 or 100% of the subjects fully felt involved or together with the guidance and counseling teacher carried out coaching to be aware of diligent reading to students.
- Social care and responsible. As many as 45 or 95% of the subjects felt involved or together with the guidance and counseling teacher carried out awareness build for students' social life. As many as 47 or 100% of the subjects fully felt involved or together with guidance and counseling teachers carried out responsibility coaching.
- The character development carried out by the teacher in essence will never stop at any time, and this is absolutely his responsibility which is westernized as the controller, printer and character producer in the school environment. Solving student character problems of any type is the work of all teachers, including guidance and counseling teachers.
- Form character is not easy and requires extra patience. In this case and by looking at the current modern era situation, both guidance and counseling teachers and parents need to be aware of the importance of character building for students as the most fundamental basis for behaving and behaving.

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