

# Character Education through Social Guidance for Students

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## Character Education through Social Guidance for Students

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### ABSTRACT

Social Guidance was part of a type of counseling guidance service, and was integral to the national education system to support character education for students. This scientific work discussed: (1) How the implementation and purpose of character education; (2) What were the stages of the procedure for developing character education models through Social Guidance? The method used in this research were literature studies, namely the collection of data and information by examining written sources such as scientific journals, reference books, literature, encyclopedias, scientific essays, and other sources. other relevant sources. A review from the literature review concluded that: **first**, the implementation of character education has been implemented in various countries at every level of education up to tertiary institutions. The form of planting, the implementation of the form of counseling guidance focuses on social guidance with a comprehensive approach and *ESIQ* model which served to help individuals developed their potential and solved social problems and prevented moral crises in students. **Second**, the stages of the procedure for implementing character education consisted of: The initial stage, namely conducting a theoretical study and relevant research results, the stage of design making, the testing phase, the pilot phase of the project, and the implementation phase.

**Keywords:** Social Education, character, students

### INTRODUCTION

Education did not only build intelligent people, but also personality or character, so that a generation that grown and developed into a person who had intelligence, personality, noble character, and education was the backbone of character building strategy. Family education was education that first and foremost had a role that dominated the students life. As well as brought influence on the character formation. In its development, students were not sufficiently equipped with values in the family, but they also needed to learn from the external environment, namely the school held a strategic position in instilling the values and character building of students (Fiana, Fani Julia, Daharnis, et al, 2013 : 27).

Character education was very urgent to prepare a quality generation of the nation in the future. The urgency of character education is evidenced by the special attention given by the Indonesian government. In the *nawacita* formulated by the Indonesian Cabinet of Work (2014-2019), it is stated that there were several characteristics that must be possessed by every Indonesian person. These characters are emphasized again in Perpres 164 Journal of Character Education, Year IX, Number 2, October 2019 No. 87 of 2017 concerning Strengthening Character Education which mandated the national education system to instill some character values, namely religious, honest,

tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, and care for the environment.

To develop their personality and character, the school provided counseling based education that focused on social guidance. The impact of globalization would bring extraordinary positive impacts such as easy access to information to the hemisphere without limits. On the other hand, there were also negative impacts such as erosion of good culture, replaced by hedonic opportunist culture, which was lazy to work not visionary, free sex, drugs, brawl and irresponsible, cheating during exams. (Abdulah Hamid. 2013; 140). As known, nowadays moral decadence was rife (Naim, 2012: 435), a moral decline that took place systematically and massively, such as school-age children who behave in adults, promiscuity due to misguidance and the environment, acts of immorality, radical behavior, and others were one of the many cases that were currently rife with various motives.

In addition, problems in the education practice in Indonesia have so far tended to be more oriented to hard skill-based education, namely technical skills that were an intelligence quotient (IQ) development but lack of developing soft skills capabilities as contained in emotional intelligence (EQ) and spiritual intelligence (SQ).

The special problems in the character education implementation could not run optimally. This is caused by several things, including the lack of skilled teachers to insert character education in learning and the factor of the School that was too chasing academic targets, especially targeted to pass the national exam (UN).

According to Muh. Farozin 2019 that from various surveys on violent behavior in the education sector, for example by the 2015 International Center for Research On Women (ICRW) as one of Social Society, stated that 84% of children in Indonesia experience violence in schools, which was higher than in Asia, Vitnam 78%, Nepal 79%, Cambodia 73% and Pakistan 43%. In the same focus survey conducted by the National Commission for Child and Women's Protection (KPAI) released violence cases throughout the years 2011 - 2016 experienced a significant increase, for example in 2011 a number of 276 cases, in 2012 a number of 552 cases, in 2013 decreased 372 cases, in 2014 increased again became 461 cases, in 2015 it increased again to 560 cases, and in 2016 it increased to 580 cases.

This was the role of guidance and counseling that focused on social guidance is needed to correct the mistakes of students' social behavior. Social guidance was urgently carried out through an intensive comprehensive approach, ranging from early age or school age to adulthood, in order to understand to accept positive or negative values from the environment for a responsible and independent future.

According to Sutirna, 2013: 18, specifically guidance and counseling aimed to help students to achieve their developmental tasks. The development of students covered aspects of social personal, academic learning and career while social guidance was part of the type of guidance and counseling services that help students to be skilled and independent character and can overcome problems in their social lives, because in essence human beings were social beings.

Social guidance was an integral part of social education, aimed at preparing students to appear as independent and future-oriented individuals. Social guidance also had a role to instill positive personality or character and shield students from negative behavior.

The present conditions were very different from the past condition. For the past generations character education with parent and examples was quite affective, but now a new approach is needed. In the United States new approaches and innovations in character education have been applied, ranging from Behavioral (1960), Open education and value clarification (1970), back to basics, critical thinking, cooperative learning partnerships (1980). That according to Kirschenbaum (Damyati. 2013: 8) most only offers partial solutions to educational problems.

As a form of value inculcation, and the implementation of character education in the Counseling Guidance Service program focused on Social Guidance with a comprehensive approach that served to help individuals developed the potential to solve social problems in students. It is expected that students who have received guidance can become human beings who have personality, positive moral, useful, responsible and independent. Based on this background, the scientific work will discuss: (1) How the implementation and purpose of character education; (2) What approaches and methods need to be applied in character education ?; and (3) What are the procedures for developing a character education model through Social Guidance?

### LITERATURE REVIEW

In accordance with the topic studied, there were a number of publications related to the implementation of social guidance and character education. Among them was Pratama (2016) who wrote a publication entitled "Providing Social Personal Guidance Services in Fostering Early Childhood Prosocial Behavior". This study is motivated by the number of children who lack prosocial behavior towards friends or the environment. Through the planned program of providing personal social guidance services, it is expected to be able to foster early childhood prosocial behavior. With the provision of personal social guidance services in early childhood learning activities there was a change in attitude related to their partial behavior. Children could begin to understand the behavior to care for others. There were 6 students who had good and consistent prosocial behavior, 3 students who were able to have prosocial behavior but were less consistent and 3 students have not been able to have prosocial behavior on their own consciousness. Early childhood could show social behavior to friends, teachers and the environment.

Yahya AD (2016) wrote an article entitled "Personal-Social Guidance Services in Improving Interpersonal Communication of Class XI Students in State High School 2 Padang Cermin District of Pesawaran". This publication discussed personal-social guidance services to improve students' interpersonal communication. It was concluded that there was an increase in students' interpersonal communication at school before group counseling and after services were provided. This is indicated from the hypothesis testing using the t test (t-test), from the results of the pretest and posttest obtained in the experimental group  $t_{count} = 50,250 > t_{table} 0.05 = 2.262$ ,  $df = n-1 = 10-1 = 9$  with p value  $< t_{table} (0.000 < 0.005)$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that personal-social guidance services can improve students' interpersonal communication. Suggestions proposed by researchers, namely for guidance teachers need to follow up if there are students who experience obstacles or difficulties in communicating in their environment. Because this can influence learners in the process of interacting and teaching and learning, by being able to implement personal-social group counseling services.

Setiawati (2017) wrote a publication entitled "Character Education as a Pillar of Nation Character Building". It is said that character education can be interpreted as value education,

character education, moral education, character education, which aimed to develop students' abilities to make good or bad decisions, maintain goodness, realize and spread goodness in everyday life with all my heart. The character quality needs to be formed and fostered early on. There were several parties who greatly influence the formation of the character of children, such as family, community environment, friends, school environment, etc. Many experts said that the failure to build character in someone from an early age would bring a problematic person in his adult life later. Having a noble character was not automatically once human was born, but required a long process through caregivers.

Some publications related to social guidance and character education had a different focus and scope of discussion with this scientific work. However, some of these studies provide valuable inspiration for the preparation of this publication.

## METHOD

This research was a literature review, the method used in this research was literature study. Literature study was a series of activities relating to collecting library data, reading and recording material against various written sources, both in the form of books, archives, magazines, articles, and journals, or documents relevant to the problem under study. So, the information obtained from the study of literature is used as a reference to strengthen the existing arguments, to look for a foundation then obtained and built a theoretical foundation (Farozin, 2019).

This literature study was conducted, namely the collection of data and information by examining written sources such as scientific journals, reference books, literature, encyclopedias, scientific essays, and other reliable sources both in relevant written forms related to character education, through guidance and counseling that focused on Social Guidance for students.

## ANALYSIS DAN DISCUSSION

### Implementation and Character Education Purpose

Damiyati (2013: 8) stated that "before the 1990s in the United States, a good character education program had been developed, to teach traditional values about morality given by parents, religious leaders, teachers and politicians to unite themselves to overcome the problem of alcoholism, crime, violence, family disintegration, increased adolescents who committed suicide, adolescent girls who became pregnant without fathers, declining community responsibilities, growing racial and ethnic conflict" and the others. According to Kirschenbaum (Damiyati, 2013: 8) efforts of character education as above, most only offer partial solutions to educational problems.

In Indonesia historically had a record before the independence of the Republic of Indonesia in 1945, First President Ir. Soekarno and education figure Ki Hajar Dewantoro, had been buzzing about the character education of the Indonesian people. According to Kirschenbaum 1975 (Damiyati, 2013: 10), there were 4 approaches that are considered by the main movements in the field of character education, namely: with the realization of values, character education, civic education, and moral education "Character building was one of the goals of education in Indonesia, in Article 1 of the National Education System Law number 20/2003 stated that the aim was to develop the potential of students to have intelligence, personality and noble character.

Furthermore, on May 2, 2010 the Minister of National Education declared the start of national character education as the focus of national education followed by a paradigm shift that character

education was not only by religious teachers and PKN but was the task of all officials involved in implementing education as the backbone of the nation's character building strategy. In addition, Presidential Regulation (Perpres) No. 87 of 2017 concerning Strengthening Character Education (PPK) is deliberately presented with the consideration that in order to realize a civilized nation through strengthening religious values, honesty, tolerance, discipline, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland.

The scope of the character education implementation included several subject matter. This main material included; KDP in formal, non-formal and informal education units, carried out in an integrated manner in the activities of: Intra-curricular, curricular, and Extra-curricular.

According to Damiyati. 2013: 24, that "the character education implementation in confirming into 4 (four) psychosocial processes, namely; "If thought, if the heart, sports, and if the feeling / intention". Values derived from though thought namely; smart, critical, creative, curious, open-minded, oriented to science and technology, productive and replicative. **Which came from feeling management are;** Honest believers and pious, responsible, empathetic, willing to sacrifice and patriotic. Furthermore, **those from body management are;** tough, clean and healthy, disciplined, sportive, enduring, friendly, and cooperative, competitive and cheerful. **Which came from taste / intention management are;** caring, friendly, polite, neat, comfortable, mutual respect, mutual tolerance, love to help, mutual cooperation, prioritizing public interests, dynamic hard work and persistent (Ministry of National Education, 2010; 9). According to Hamid et al (2013: 39), character education aimed: (1) Shaping students' rational, mature, and responsible thinking; (2) Develop a commendable mental attitude; (3) Fostering the social sensitivity of students; (4) Build an optimistic mentality in living a life full of challenges; (5) Forming emotional intelligence; and (6) Forming students who are loving, compassionate, patient, faithful, devout, responsible, trustworthy, honest, fair, and independent.

According to Lue (2014: 247) the purpose of character education is adjusted to the level of education from kindergarten (*TK*), elementary school (*SD*), junior high school (*SMP*), senior high school (*SMA*) to college (*PT*). As an illustration of the purpose of character education based on education levels can be presented in Table 1.

Table 1  
 The character education purpose is based on the level of education

No	TK/RA	SD/MI	SMP/MTS	SMA/MA	PT
	After graduate from TK/RA, students had :	After graduate from SD/MI, students had :	After graduate from SMP/MTs, students had:	After graduate from SLTA/MA, students had:	After graduate from PT, students had :
1.	The ability to recognize the right and wrong things; good and bad.	The ability to distinguish the right and wrong things; good and bad.	Moral Integrity	<i>Aqidah</i> / strong belief system that is reflected in the determination, tenacity, fortitude and firmness	Build the students attitude through rational mind, mature, and responsible

2	The ability to respect other friends	The ability to respect and share the interests of others	High concern for others	High sense of social responsibility	Having a sense of dedication and high social responsibility
3.	The ability to work together in groups	The ability to build fraternity and friendship	The ability to work in groups, can appreciate the role and contribution of group members	Understand and respect the interests of others.	To be a superior human resource and have an optimistic, character & moral leadership
4.	Likes to ask something (curiosity) of the things seen	Curiosity about various things	The ability to innovate and be creative	Having a soul of creativity	Having a spirit of creativity and innovation, and creating useful products
5.	The ability to recognize ideas and imagine	The ability to think and express themselves	Ability as a foundation for strong and broad thinking	The ability to think independently and have broad insight	The ability to think independently of broad and professional insight
6.	The ability to recognize trust and pride in the work	Trust and pride in the work	Trust in someone's abilities	Try and work hard for the best result	Try your best and work hard then develop it
7	Like to highlight its own activities	Like to compete	The cornerstone of competition	Healthy competition spirit	Having the ability to produce ideas
8.	The ability to recognize healthy living habits	The attitude of healthy living habits	Appreciate beauty	Zest for life	Having the ability to anticipate various development needs.
9.	Get to know Indonesia	Love Indonesia	A sense of belonging to Indonesia	The sense of belonging and developing Indonesia	The sense of belonging, developing, promoting Indonesia

Furco, 2010' ( Lue S. 2014)

### Character Education Models Development Procedure through Social Guidance

Character education through social guidance required appropriate methods and procedures. A method was a procedure to achieve the expected goals. The method was the application of theories at the approach level. In the field of character education based on a number of current problems, there was an awareness of the need for guidance and counseling services that focus on social guidance, with a comprehensive approach.

Damiyati, 2013 stated that in terms of methods, a comprehensive approach includes: "inculcation, modeling, facilitation, and skills development". The Inculcation (investment) value approach has characteristics including; communicating trust, treating others fairly, valuing the views of others, giving freedom to different behaviors.

There were a number of approaches that can be applied in character education. First, the modeling approach, in the education of values and spirituality, with the first condition that the teacher or parent must act as a model for students, students must emulate famous people with noble character based on religious guidance, and students consciously imitate them. For example, had assertive skills, did not hurt others, listen, listen, understand something critically.

Second, the facilitation approach, its activities increase the relationship of educators with students when their students are truly respected, giving and helping students to formulate their opinions, recalling what must be listened to and clarifying doubts.

Third, academic and social skills development approaches such as instilling critical skills, creative thinking, problem solving skills, communicating clearly, listening to assertiveness in finding conflict resolution, behaving in a constructive and moral manner in society.

The various character education approaches above showed that so far character education tended to be more oriented to hard skill-based education, namely technical skills that are more in the development of intelligence quotient (IQ). This approach lacked the ability to develop soft skills as outlined in emotional intelligence (EQ) and spiritual intelligence (SQ). For that reason, an alternative effort is needed with the ESIQ (Emotional Spritual Intelligence Quotion) model, which means prioritizing the inculcation of motivational values, namely the drive of desire from students. to develop more advanced with behavioral values based on spiritual values inherent in the souls of students to be able to work together with others, and the spirit of gaining knowledge, skills in order to become a quality and intelligent independent human being. By ten basic values of motivation, spiritual values, tolerant, disciplined, honest, responsible, cooperation, fair, caring and intelligent.

In the same focus the opinion of Ary Ginanjar Agustian (Damiyati Zuchdi.2013: 21) presented the ESQ model, with the seven values of honesty, responsibility, visioner, discipline, cooperation, fairness and care, with the mechanism of managing intellectual, emotional and spiritual thinking.

Character education can be said to be relevant as an antidote to the moral crisis that was currently increasingly worrying (Afandi, 2011). Free association, violence, drugs, pornography, criminal acts, radicalism and corruption, become an unresolved social problem. To deal with moral degradation, education social character based education was currently a major concern and even becomes a standard and is emphasized in the education curriculum in Indonesia.

In this regard, character or personality can be called a term that reflects character, attitude, and mentality. Character education put students in the realization of actual behaviors about how to instill good attitudes according to values and social norms not just about right or wrong behavior (Ramdhani, 2014: 29).

Social guidance was an effort to assist individuals in recognizing and relating to the social environment (social relations) to deal with conflicts in order to organize themselves and have adequate skills. Social guidance can be interpreted as a human effort to improve the quality of life, increase self-confidence, and curiosity for knowledge and skills. Social guidance also meant a guidance or assistance from the mentor to the individual in order to realize a person who was able to socialize and adapt well to their environment.

Social guidance was assistance given to individuals continuously and systematically, aiming to assist the process of developing one's potential through social patterns that done everyday in the school, family and community environment. In its social environment, humans could not escape

from social problems and challenges, Social Guidance is developed to provide the basics of how humans should behave with other humans and the environment as a large community, and as social beings.

The effort of social guidance is very urgent to be developed and implemented in social life. The application of social guidance can be done through the national education system that has included the concept of social education in the curriculum. The application of social guidance through education is very urgent to be developed so that human resources (HR) as assets of the country's progress contained in the education unit always have a social understanding when living in a community. In addition, social guidance is also needed in order to face social change and turmoil that is very easy to occur in the surrounding environment, and in global competition.

Character education can be done through personal counseling guidance. As for the objectives of personal counseling guidance are as followed:

1. Had a strong commitment in practicing the value of faith and piety to God Almighty, both in personal life, family, association with peers, at school, workplace, and society in general.
2. Had an attitude of tolerance towards other religious communities by mutual respect and mutual respect
3. Understood the rhythm of fluactive life, and being able to respond positively.
4. Had a positive attitude or respect for others by respecting and respecting others.
5. Had the ability to interact socially (human relationship) in the form of friendship, friendship with fellow human beings.
6. Had the ability to make decisions effectively in solving problems both internally, and with others.

Sutirna (2013) argued that comprehensive guidance and counseling is a system of activities created to help clients develop their potential optimally, taking into account: 1) the overall scope, 2) designed to be oriented towards prevention, 3) the aim of developing potential learners. Furthermore, according to Damiyati, et al (2013), the procedure for a comprehensive approach in the development of character education models included five stages, such as:

1. The initial stage was: conducting a theoretical study and relevant research results to find solutions to problems that are integrated in learning, accompanied by the development of a positive culture
2. The design phase, which is based on theory and development results, is designed to be integrated in the learning of conducive school culture development
3. The limited trial phase was: the data tested is analyzed to find out the effectiveness of the model, the criteria used are: habit of behaving in accordance with values: honesty, discipline, patience for cooperation, responsibility, fairness of care, and strict observance of students, teachers, and school leader.
4. Pilot Project Phase: a revised model is retested, in the form of action research.
5. The implementation phase, namely: used as material for improvement and adapted to students through social guidance services.

Related to the the counselor duty in conducting guidance and counseling, there were five functions that form the basis of the counselor. The five functions are presented below (Kamaluddin, 2011: 449):

1. Understanding function, namely; relating to functions related to the role of the counselor to provide understanding of aspects not yet understood about students development.
2. Prevention function, namely: to provide prevention advice so that students avoid negative things or something that hinders the realization of decisions that have been taken.
3. Eradication function, namely; function to try to overcome or solve problems faced by students.
4. Maintenance and Development Function, i.e. Function to develop the potential of students in a more positive direction.
5. Advocacy function, namely: the function of advocacy and encouragement related to students' potential and abilities.

In addition to the functions described above, the counselor in carrying out counseling has a work principle. According to Kamaluddin (2011) work principles that need to be upheld by counselors included:

1. The principle of confidentiality, namely: the counselor must keep all data and information obtained from the counselee confidential.
2. The principle of volunteerism, namely: The counselee has a willingness to share problems with the counselor.
3. The Principle of Openness, which is: runs effectively if each individual is open both in accepting advice or telling the problem to the counselor.
4. Present Principle, namely: Problems that are trying to be solved that are felt in finding the most appropriate solution and prioritize the counselee's interests.
5. The principle of independence, namely: The task of the counselor is not to make the counselee dependent on the counselor, but the counselor must be able to awaken the spirit of independence so that the counselee has confidence.
6. Principle of Activity, namely: The problem solving solution provided by the counselor during the guidance will not work if the individual concerned has no intention or action to change what is the problem in his life.
7. The principle of dynamics: The solution given by the counselor to the counselee should be a solution that directs the counselee to things that are positive or change and renewal for the better.
8. The principle of cohesiveness, namely: done must be able to integrate various aspects of the individual concerned because in essence humans have various sides that do not match.
9. The principle of harmony, namely: The implementation process is adjusted to the prevailing norms, both customary norms, religious norms, legal norms, and other norms.
10. The principle of expertise, namely: A counselor to be able to do guidance and counseling must get training so that there are no mistakes in providing services.
11. Case Hand Over Principle, namely: after the counselor after exerting his ability to help the counselee, but has not shown the expected results. So from that, the counselor has the right to switch the counselee to move to another expert.

Social guidance is needed for the formation of students' character. As for the form of social guidance services that can be provided to students, included:

- 1). The Personal Guidance field, aimed to help students get to know, find, and develop personalities who believe in and have devotion to the Almighty, independent and physically and mentally healthy.
- 2). The Social Guidance field aimed to help students understand themselves in relation to the environment and social ethics based on noble character and social responsibility.
- 3). The Tutoring field, aimed to help students get to know, develop themselves, attitudes and good study habits to master knowledge and skills, in order to prepare them to continue their education to a higher level and / or participate in community life.
- 4). The Career Guidance field, is intended to help students recognize and develop their potential through the acquisition of knowledge and skills, understanding the educational environment and the work sector as an effective environment; and developing positive values and attitudes to prepare to participate in people's lives.

### CONCLUSION

- 1) The implementation of character education has been implemented in various countries at every level of education up to college. The form of building, the implementation in the form of counseling guidance focused on social guidance with a comprehensive approach and ESIQ model. The ESIQ (Emotional Spritual Intelligence Quotion) Model meant that it prioritized the inculcation of mental values of motivation, namely the drive of desire from within students to develop more advanced in personality values based on spiritual values, with ten basic values, namely: motivation, spiritual values, tolerance , disciplined, honest, responsible, cooperation, fair, caring and smart.
- 2) The stages of the procedure for implementing character education were: The initial stage, namely conducting a theoretical study and relevant research results, the design stage, the pilot phase, the pilot phase of the project, and the implementation phase. Character education has been implemented by the government at every level of education starting from the Early Age as stipulated in the policy with the Regulation No.20 / 2003 concerning the national education system, declaration on May 2, 2010 and Presidential Regulation 87/2017 concerning the strengthening of the Character Education System, Schools to College.

### SUGGESTION

Related to the discussion above, the advice that the author could give is as followed:

1. For the government, education or character education curriculum must be intensified. Curriculum changed to meet the demands of science and technology should not neglect the need for character education.
2. For headmaster to compile programs and policies on the completeness of infrastructure facilities for implementation
3. For supervisors, students' reluctance to convey problems both related to academic and social life needs attention. In this case, the supervisor could act as a second parent or friend who always accompanied students not only about their academic achievements.

## NOVELTY

So far, character education efforts in Indonesia have not been comprehensive, only offering partial solutions to educational problems. Character education through social guidance should be developed more comprehensively from kindergarten to college to instill values to form a moral person, uphold human values, uphold high nationalism, and be able to compete globally.

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