



Development of Social Personal Counseling Model as Strengthening Character Education in Tahfidzul Qur'an Students Menara Ilmu

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Abstract: The purpose of this study was to describe the implementation of a personal social guidance model as a reinforcement of character education for students of the Primary School Tahfidzul Qur'an Menara Ilmu and to design a model of social personal guidance. This research was conducted in Tahfidzul Qur'an Menara Ilmu elementary school with the subject of Tahfidzul Qur'an Menara Ilmu student and teacher. Research uses a qualitative approach with qualitative descriptive techniques. Data collection is done by interviews, observation and questionnaires and document analysis. The results showed that the use of a personal social guidance model as a reinforcement of character education for students of the Primary School Tahfidzul Qur'an Menara Ilmu improved. It can be seen from the achievement of the indicators (1) value of character education 89,73 increased to 109.1 with the criteria high. The conclusions of this research are the application of personal social guidance model as a reinforcement of character education for students of the Primary School Tahfidzul Qur'an Menara Ilmu improved. The writer states the suggestions that are, school can implement personal social guidance model as a reinforcement of character education. For other researchers, the study is expected other studies that are more creative and innovative, especially in character building and character education.

Keywords: Development, social personal counseling model, character education, tahfidzul qur'an

1. Introduction

Humans as social creatures are naturally equipped with the ability to socialize with their environment in order to survive. But in fact, many individuals fail in the process of socializing with their environment because they do not have a concept of self-adjustment so they cannot adapt to their surroundings (Castree, 2001). This is very influential for individuals to survive and be able to face all challenges and changes in the future.

Education as a process of changing the way of thinking is a major component in the world of education because it provides knowledge for students, but education as a process of changing attitudes is also very necessary because changing attitudes is also a result of learning (Ridluwan et al., 2021). Character building and character education are imperative because education not only makes students smart, it also has manners and manners, so that their existence as a member of society becomes meaningful both to themselves and to others. The easiest character development to do is when the children are still in elementary school. To implement character education, all school members must have an agreement about the character values that will be developed in their school (Lie, 2002).

The level of primary school education is the most appropriate time to instill character education. The character of the child is greatly influenced by the environment in which the child lives. The purpose of character education is to improve the quality of delivery and outcomes in education that leads to the achievement of character building of students as a whole, integrated and balanced. Through character education, it is hoped that students will be able to independently improve and use their knowledge, study and internalize and personalize these character values so that they are manifested in everyday life (Khotimah, 2019).

The advantages of learning with the association of character education in addition to making learning more meaningful because it is based on the students' closest environment, as well as an effort to recognize and its outcome is to maintain the attitudes and behavior of students with good character. Teachers can integrate character values in learning. In integrating it must be adjusted to the material presented, the development of students and also the methods used (Kusumadewi, 2019). Implementation of the role of teachers in implementing character education strengthening

programs in schools in the form of: socializing school policies regarding character education, providing exemplary ways of implementing character values to students, providing opportunities to express opinions equally to students, assessing and reporting learning outcomes fairly and transparently especially those related to instilling character values, and providing special services for students who need them (Perdana, 2018).

Elementary students need guidance to help their social development so they don't act wrongly. Guidance is assistance or assistance given to individuals or groups in avoiding and solving problems in their lives in order to achieve prosperity. Guidance is one way that can be taken by special experts who help direct them with all their uniqueness and characteristics in solving their problems. This task is the obligation of a teacher at school to help students solve problems for students' self-understanding.

Students' personal social guidance is expected to help the process of motoric development of students. By applying social personal guidance students are expected to help the character education process of students so that the character education process takes place effectively. Based on the above factors, in this study the researcher will apply the Personal Guidance Program as Character Education for Elementary School Students (Bhaskaran & Portia, 2019). Mathematics is very important in life because in addition to doing calculations it is also to solve problems in everyday life. Prayitno (2004, p.73) suggest that "Guidance is the process of providing assistance by an expert to a person or several individuals, with the aim of being able to develop the abilities of the people they guide and have independence".

The definition of guidance is stated in the Year's Book of Education, 1955, Guidance is a process of helping individuals through their own efforts to find and develop their abilities to obtain personal happiness and social benefits (Mappiare, 1984, p.84) argues that Guidance is a process of providing assistance carried out methodically and democratically from someone who has sufficient competence in applying approaches, methods and service techniques to individuals (students) so that the assisted person understands himself, accepts himself, self-directed and have the real ability to achieve adjustments, make choices and solve problems more adequately according to the level of development they have achieved.

Yeager (in Sirodj, 2010, p.14) states that guidance is an educational service that contains various manifestations and is organized to help students towards self-development and individual growth. Winkel & Hastuti (2005) defines guidance as providing assistance to someone or to a group of people in making wise choices and in making adjustments to the demands of life.

In the context of guidance and counseling, guidance and counseling programs are integrated with a curriculum that supports the achievement of the school's vision and mission, as emphasized by Gysbers & Handerson (in Muqodas, 2011) that "... true comprehensive, developmental school counseling programs are well integrated into a curriculum that supports the mission of the school district, and complement the existing academic programs".

2. Research Methods

This research was conducted at the Primary School Tahfidzul Qur'an Menara Ilmu, Bae District, Kudus Regency. The location selection was based on a survey that had been conducted regarding the character of students and the character of the curriculum. The subjects in this study were teachers and students of the Primary School Tahfidzul Qur'an Menara Ilmu, Bae District, Kudus Regency, 2019/2020 academic year.

The assessment of the teacher learning management observation sheet carried out by the observer is adjusted to the assessment criteria according to the teacher learning scoring guidelines in the table 1.

Table 1: Scoring guidelines for teacher learning management

Score	Assesement criteria
4	Teacher learning management is very good
3	Teacher learning management is good
2	Teacher learning management is good enough
1	Teacher learning management is less

After being recapitulated, the score is calculated and averaged by the formula (Sugiyono, 2010)

$$\text{Average} = \frac{\text{Total Score}}{\text{Total Assessment Items}} \quad (1)$$

The data was collected by researchers through interviews, observation and documentation. Through these observations can be compared between the results of the interview with the observation data conducted by the researcher. Data presentation is done briefly and relates from one category to another. Data verification is done by examining the data that has been collected to be taken into consideration for drawing conclusions.

2.1 Research Design

The design of three-dimensional learning media uses the Research and Development (R&D) development method and the ADDIE development model. Research and Development (R&D) is a research method used to produce a certain product and test the effectiveness of the product (Sugiyono, 2010, p.407). The ADDIE model was developed by Dick & Carry (1996) to design a learning system. The ADDIE development model consists of 5 stages of development design, namely analysis, design, development, implementation and evaluation.

2.2 Research Procedure

The purpose of this development research is to develop three-dimensional learning media to make it easier for students to learn mathematics. The Research and Development (R&D) procedures and the ADDIE development model (Sari, 2017) are as follows:

2.2.1 Analysis

Main activity at the analysis stage is to conduct a needs analysis, identify problems (needs). In the need analysis activity, an analysis of the syllabus which includes SK-KD, student characteristics, teaching materials/media has been used to obtain the media information needed by students in learning the programmed competencies is carried out. The analysis stage is a process of defining what is needed by teachers and students.

2.2.2 Design

In designing instructional media, the design stage has similarities to designing teaching and learning activities. The media produced is declared a prototype until the completion of the validation and testing process. This stage is also known as designing, this stage is the first step in making three-dimensional media and preparing all the needs for making media, including tools and materials.

2.2.3 Development

Development is a product design realization activity. The result of this stage is a product in the form of a social personal guidance model book that has been structured according to competency standards, basic competencies and indicators, all of which are included in each material description. At this stage of development, three-dimensional media is made according to the needs of the designed development stage. In this development stage, the conceptual framework is realized into a product that is ready to be implemented.

2.2.4 Implementation

Developing the social personal guidance model is done through summative evaluation and formative evaluation. Summative evaluation consists of content expert test, design expert test and media expert test to determine the validity of the model and whether the contents of the learning model are appropriate so that the learning media can be applied. Meanwhile, the formative evaluation consisted of individual, small group and field trials conducted at the Primary School Tahfidzul Qur'an Menara Ilmu.

2.2.5 Evaluation

Evaluation is a stage to see the success of the learning media developed whether it is in accordance with the original expectations. Evaluation aims to make improvements to the learning media that has been developed. The evaluation results are used to provide feedback to the users of the model/method. Revisions are made in accordance with the results of the evaluation or the needs that have not been met by the new model/method. This research and development design can be described in the chart Fig. 1.

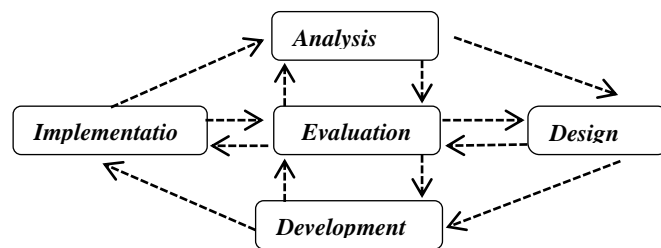


Fig. 1: ADDIE Model Chart

2.3 Sources and Types of Research Data

2.3.1 Data

Data is the result of the researcher's record, either in the form of facts or figures, Arikunto (2010, p.161). Data are all facts and figures that are obtained as material to obtain information. The data in this study are data regarding the need for a personal social guidance model as a strengthening of character education for students of the Primary School Tahfidzul Quran Menara Ilmu.

2.3.2 Data Source

The data source in the study was the subject from which the data was obtained, Arikunto (2010, p.172). The data sources obtained are primary data and secondary data. Primary data is data obtained directly by the party for which the data is needed. Secondary data is data that is not obtained directly from the parties for which the data is required. Sources of data in this study are divided into two, namely data sources on media needs and the effectiveness of learning media.

2.4 Data Collection Technique

According to Arikunto (2010, p.275), observing is not just staring or paying attention to objects. Events or experiences through the eye. Using the interview technique, a test or questionnaire, is also classified as observing. So, collecting data is observing the variables to be studied with the interview model. Observation tests, questionnaires, and so on. Data collection techniques used in this research are test and non-test techniques in the form of observation, documentation, interviews and questionnaires.

2.4.1 Observation

Arikunto (2010, p.30) states that observation or observation is a technique that is carried out by making careful observations and recording systematically. Observations in this study were used to observe teacher and student activities in learning using the social personal guidance model as strengthening character education for students of the Primary School Tahfidzu Qur'an Menara Ilmu, Bae District, Kudus Regency. The observation sheet contains notes on the results of the researchers' observations during teacher and student activities in learning using the social personal guidance model which will then be used as data in the development of this media.

2.4.2 Interview

Sugiyono (2010, p.317) explains that the interview or interview is a form of data collection technique that can be done in a structured or unstructured manner, and can be done face to face or by telephone. Interviews were conducted to obtain data about the research subject and conditions of Mathematics learning using three-dimensional media. The interviews in this study were conducted in an unstructured manner, namely with "open-ended" questions. Interviews were conducted with teachers and students and researchers used to dig deep information.

2.4.3 Questionnaire

Arikunto (2010: 194) explains that a questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about their personalities, or things they know. Collecting data on media needs will be aimed at teachers and students. In addition, to collect assessment data regarding the prototype social personal guidance model, a questionnaire instrument was used which was aimed at expert / expert testing.

2.4.4 Documentation

Arikunto (2010, p.201) states that documentation comes from the word document, which means written goods. Documentation is done to strengthen the data obtained from observations. Compared to other methods, this method is not that difficult, in the sense that if there are errors, the data source is still unchanged. With the method of documentation that is observed not living things but inanimate objects, this method of documentation is used to strengthen research.

2.5 Research Instrument

The instrument in research is a measuring instrument, with this research instrument data can be collected as a tool to state the amount or percentage and at least in a quantitative or qualitative form. So that by using instruments that are useful as tools, both for collecting and for measurements. Arikunto (2010, p.192) explains that an instrument is a tool when research uses a method. Sugiyono (2010) explains that in qualitative research, the research instrument or tool is the researcher himself. Therefore, researchers as an instrument must also be validated including validation of

understanding qualitative research methods, mastery of insight into the object under study, readiness of researchers to enter research objects, both academically and logistically. Validating parties are the researchers themselves, through self-evaluation.

In the development of three-dimensional media, there are some data needed, namely: 1) data on the level of need for social personal guidance model; 2) data on the effectiveness of the social personal guidance model.

The first data, the level of need is obtained using observation guidelines, interviews, and a questionnaire in the form of a questionnaire aimed at teachers and students. Then, the second level of effectiveness data will use an assessment questionnaire addressed to lecturers and media experts.

2.6 Data Analysis Technique

The data analysis technique used is descriptive analysis technique. Qualitative data were obtained from two data, including: 1) student and teacher needs analysis data on the development of social personal guidance models; and 2) expert test analysis data as a prototype model revision process.

3. Results and Discussion

The research results were obtained from a questionnaire. The results of a questionnaire to measure student character using the Social Personal Guidance model as a strengthening of student character education. The non-test results are in the form of observations of teacher skills in teaching and observation of student activities when learning takes place using the Social Personal Guidance model. The pretest results of the social personal guidance model as a reinforcement of student character education can be seen in Table 2.

Table 2: The pretest results pf the social personal guidance model

Responden	Value
ANG	64
NWF	98
DNU	62
FRD	86
HNF	97
AIS	98
FAY	101
AIN	0
SLW	91
ANGN	110
MAIL	107
TAQ	106
FIL	106
TSA	124
ZIL	96
Average	89.73333

Recapitulation of social personal guidance as strengthening character education can be seen in Table 3.

Table 3: Recapitulation of social guidance

Responden	Value
ANG	84
NWF	120
DNU	79
FRD	107
HNF	107
AIS	109
FAY	123
AIN	90
SLW	100
ANGN	130
MAIL	117
TAQ	115
FIL	114

TSA	136
ZIL	106
Average	109.1333

The social personal guidance model is measured through observations made during learning. The aspects assessed include the teacher providing an approach and providing personal guidance to each student (Ferreira et al., 2014). The teacher provides the opportunity for students to explore the main ideas and identify as many problems as possible that are relevant to the learning material and formulate them in the form of hypotheses, the teacher provides the opportunity for students to collect relevant information to prove whether the hypothesis is true. The teacher processes the data obtained by students through observational interviews and others. The teacher carries out a careful examination to prove whether the hypothesis set is true or not by means of the results and data processing. The teacher draws conclusions to make general principles applicable to all the same problems.

The hypothesis is formulated "effective social personal guidance for the development of student character education". The results of the data meet the assumptions of normality and homogeneity, so the t test (Independent t test) gain score is used. The hypotheses tested by the researchers were:

Ha = personal social guidance as a strengthening of character education in elementary students.

Based on the average score, social personal guidance as a strengthening of the character education of elementary school students has a good influence, which is to develop student character. The improvement in student character is seen in changes in the average score. Because the average value of the social personal guidance model is greater than the average value without the social personal guidance model, it can be stated that the social personal guidance model is effective as a strengthening of student character education (Husni, 2020).

Based on these results it can be said that there is a significant effect of using the social personal guidance model as a strengthening of character education for students of Primary School Tahfidzul Qur'an Menara Ilmu. This is reinforced by previous researchers conducted by Zapko et al. (2018) that there is an increase and a significant positive effect in providing social guidance services on student self-confidence.

4. Conclusion

The conclusion from this research is that the process of character education in students of the Primary School Tahfidzul Qur'an Menara Science has increased, so the social personal guidance model is effectively applied as a service to students by the teacher. Suggestions from this research, students are expected to always be active and open if they experience problems during the learning process at school and at home so that teachers can identify precisely and quickly so that students receive intensive guidance if needed. Teachers are expected in teacher learning to use the social personal guidance model. It is hoped that the teacher will use the social personal guidance model in learning to improve student character education. In addition, teachers in the learning process are expected to care about the potential of students and not only teach but also educate and direct students so they can have a strong character.

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