



The Role of Individual and Group Counseling for Moral Coaching

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Abstract

This study discusses the role of individual and group counselling, which aims to foster student morals. The subject of this study was Madrasah Tsanawiyah (Islamic Junior School) in Madura. Metode research used descriptive qualitative—data collection through observation, interviews and documentation. Data is analyzed through the process of data reduction, data presentation, and inference. Information is considered valid regarding credibility, transferability, dependability and affirmability. The results showed that the morals of the students were already quite good. Individual and group counselling is effective. Some problems are resolved through individual counselling, such as skipping school, being absent, and disturbing friends in class. What is accomplished through group counselling is being late, harassing friends in class, and fighting. The methods of individual and group counselling are almost the same. Supervisors maintain confidentiality and provide a sense of comfort and healing. Teachers provide advice, evaluation and follow-up.

Keywords: Role, Individual Counseling, Group Counseling, Junior High School

Introduction

National Education has entered a phase of saturating unresolved problems. Sometimes, education is blamed on social issues and unconducive community conditions. Education is considered the culprit of a myriad of such problems. The older the nation is, the instruction is increasingly powerless to face the nation's problems. It impacts not a few people who revile, disgruntled, and even condemn it, not without reason, but this is the fact of the visible failure of education [1].

Education plays an essential role in improving the quality of human resources that support the progress of the nation and state. The law of the Republic of Indonesia on the education system mentions the purpose of education. The goal is to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This means that the implementation of national education has complex objectives. In addition to shaping students into figures who are capable of their knowledge, independent, democratic and responsible for devotion to His God, education is also expected to be able to form students with noble character.

One of the main factors determining the quality of education is the educator's program. The teacher is the spearhead in the teaching and learning process. If the teacher does not have good competence in his field, the teaching given will not be perfect [2]. Therefore, an educator with high qualifications, competencies, and dedication must carry out his professional duties [3]. In addition to the quality of students, the morals of these students are getting better. It is the essence of the purpose of education.

Furthermore, to realize the goals of national education in an educational institution, the teacher's task must be to position himself as a parent. For this reason, an understanding of the soul and disposition of the protégé is necessary [4]. On the other hand, becoming a human being who has faith and piety in God Almighty helps students solve school problems. A counsellor is one of the educators who provide counselling services to students to help solve problems faced by students. Guru supervisors are professional educators who provide counselling services to students in the education unit to help solve problems in their school environment.

Problems can be solved through the role of counselling services carried out by the school's guidance teacher (counsellor). And counselling is a process to help an individual understand himself and the world around him so that he can use his existing abilities and talents optimally. Counselling is also help given to an individual or a group of people so they can develop into independent individuals.

Individual or group counselling is an aid in dealing with and solving students' problems in determining morals. Through individual and group counselling, moral development is directed toward people who behave commendably. The purpose and function of counselling are in line with the problem of improving the morals or morals of students. The counsellor became an active actor in developing the counselling process through counselling approaches, techniques and principles. The role of individual counselling is inseparable from the position of counsellors.

The development of the student's moral concept is dominated and influenced by environmental factors, especially the family, the community and the school environment. The ethical or moral intelligence that is expected as a reference for the concept of student moral success is to have commendable morals. If you can reduce student behaviour from bad to suitable, it is necessary to compile a program to develop student morals.

The role of individual and group counselling to students in moral coaching is expected to manifest good behaviour. As an example of a student who always quarrels with his friends, does not follow school rules, and is naughty at home and school, such as resisting the teacher, after individual counselling and counselling, the group of students can behave and behave well. Counselling individual and group counselling aim to foster and direct students to conduct well and not harm themselves and others. Initial observation at school found that some students had poor behaviour or morals. Poor behaviour was characterized by several things, such as not bringing textbooks, being late, and disturbing friends in class during the learning process. In addition, some students jump off the fence to skip school and smoke in the school environment or the bathroom.

Based on the above problems, it is necessary to explore the teacher's efforts in fostering student morals through the role of individual counselling and group counselling.

Method

This study was qualitative to explain optimally and data on the role of individual and group counselling in student moral coaching. The instruments used are direct observation and interviews—the teacher and student were the subjects. Sumber data in qualitative research is words and actions. The rest is additional data such as documents and others. The terms and actions of the interviewee are the primary sources of data. The primary data sources are recorded through written records, voice

recording and photo taking. The primary data sources in this study are the results of interviews or observations participating, which are a combined effort of viewing, hearing and asking questions to Principals, teachers as implementers of guidance and counselling services, administrative staff, head of administration, and students [5].

The research data collection technique used by researchers is by interviewing in-depth observations and documentation (in the form of writings). In qualitative research, the factor of data validity is also very much considered because a research result is meaningless if it does not get recognition. To obtain credit for the results of this study lies in the validity of the research data.

Result and Discussion

A. Student Morals

Before starting activities to carry out the role of individual guidance and counselling and group counselling, for this reason, researchers first explain the various moral conditions of students. As for the types of problems that researchers find in students through interviews with informants, they are still classified as mild problems, such as speaking rudely to their seniors. Not to mention making noise in the classroom when learning is going on, brawling, skipping class, dressing and looking that is not following school rules, and bullying their fellow friends so that the driven friends feel inferior. The problems afflict these students have indeed become the norm that occurs in adolescents of their age, and such behaviour is possible. Moral change for a person is possible, for example, from rudeness to pity. Lust and anger are impossible, but minimizing both is possible by taming passion through some spiritual practice. But if there is no preventive effort, those bad things will eventually worsen [6].

Student is still unable to apply good moral values. For example, students have not been able to use a time-discipline attitude, such as being late for school during entrance hours. Students are still hanging out canned and smoking in the school environment and have been unable to enforce congregational prayers on time. Still, guidance and counselling always play an active role and coordinate with the homeroom teacher and subject teacher to help the students, especially their moral guidance, out of their troubles. Therefore, in the actualization of moral development, it is necessary to have coordination carried out by the teacher. Fig 1 shows the councillor meeting to discuss the students' problem issues.



Fig. 1. Individual Councillor Program

Based on this, moral coaching cannot be carried out only by providing theory or knowledge to students but must be with mentoring, coaching and habituation so that ethical coaching is genuinely

embedded in each student [7]. Moral development cannot be separated between the homeroom teacher and the teacher of the subject or field of study because the homeroom teacher is the student's second parent. The homeroom teacher is a counsellor partner who plays a significant role in providing information about the characteristics of the needs of the students in their class. Guardians also need to socialize the existence of guidance and counselling services, especially the purpose, function and benefits to learners. In addition, it also monitors the development and progress of students in the classroom, especially those who have participated in guidance and counselling services. The counsellor needs to conduct a case conference [1]. Subject teachers are essential personnel in guidance and counselling activities. The teacher acts as the eyes and ears of guidance and counselling in the school.

B. The Role of Individual and Group Counselling

Based on the study's findings, individual intercourse is the process of assisting with counselling interviews by an expert (counsellor) with individuals who are experiencing something problem (client), which boils down to solving the problem faced by the client. Group counselling is a form of counselling that utilizes three or more people to help and provide feedback and learning experiences. Guru supervisor has acted as individual counselling or group coordinator well, in the form of active guidance teachers in dealing with and helping student problems, calling and checking students who have issues and being called to help get out of situations by being given counselling approaches [7]. See Fig. 2 (individual counselling) and Fig. 3 (group counselling) for the activities on this counselling program.



Fig. 2. Individual Counselling Program



Fig. 3. Group Counselling Program

In counselling individuals and groups, there are no negative cases. Even on the contrary, positive cases are recorded. The teacher as a mentor has the role of individual and group counselling towards

learners works well. Changes in student morals occur in students after the implementation of individual counselling services or group counselling. Shifts can vary. Some learners can practice from the advice of the guidance teacher. So the problems do not recur. There is also a section of learners who cannot practice the guidance teacher's advice and direction [4]. It makes the learner repeat the problem, and even a new issue arises.

Students who cannot practice the advice and direction given by the guidance teacher and even repeat the problem need to offer Repentance. It is done after the client has reached his consciousness. It can solve the problem with all causes and results. For it was the repentance that was able to wash his soul and free him from feelings of guilt [8].

Students who have applied the role of individual or group counselling after leaving the counselling guidance room with various problems, sometimes the changes are positive, but sometimes the changes are negative. Negative changes are caused by environmental factors such as friends, which result in the learner repeating the problem again and even causing new problems. Wor, not human beings exist in a balanced state; what makes it worse is the environment and education [4].

Evaluation of students who have participated in individual and group counselling is routinely carried out. The next step is restoring learners to become more reasonable human beings, among other evaluations of students, after the role of individual and group counselling is applied. Help learners so that they can make and carry out future planning based on an understanding of strengths and weaknesses. The purpose of this service is so that learners can have the ability to formulate goals, plan, or manage their self-development. It is related to personal, social, learning, and career aspects [9]. Guidance and counselling teachers routinely evaluate students who have applied for individual counselling roles by recalling and seeking information from the dormitory leader and parents.

In the study, it was found that there was participation from parents of students and teachers. Old rang is a significant factor in directing the behaviour or personality of learners to the right path. However, sometimes parents are too excessive in providing education, which becomes a factor in failure. Regarding counselling guidance services, parents must be aware of their children's mistakes [10].

C. Barriers on individual and group counselling

Counselling is expected to be carried out correctly. But in the implementation, there are obstacles faced. The guidance and counselling are less conducive in the form of a less comfortable room, lack of counselling tools, and a shortage of guidance teachers. This situation makes the role of individual counselling not optimal. Also, students cannot practice the guidance teacher's advice and direction. The student repeated the problem, and even a new problem appeared. Issues such as students skipping class, being late for class, not attending class without permission or information, lack of character, stealing friends' money in Islamic boarding school dormitories, and throwing garbage out of place are still commonly found in schools. Counselling facilities determine the success of the guidance process that needs attention [1]. The qualifications of senior counsellors need to be considered to meet the success of counselling in schools [9].

Conclusion

The moral condition of the students, in general, is quite good, although some students still violate the rules. It is because students have not been able to get it well. Common violations that are often committed by students related to morals are making noise in the classroom, absenteeism, being late, making noise during learning hours, and disturbing friends. The role of individual counselling went well and showed a positive thing. Guru Guidance Counseling plays an active role in counselling to help overcome student problems. Some learners can practice advice, direction and explanation. The part of individual counselling is to build confidentiality, provide a sense of comfort, healing with stages, namely providing sound advice and examples, conducting evaluations and subsequent actions. The role of individual and group counselling in the moral development of students still needs to be improved in quality, both in facilities and counsellor qualifications.

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