

## Management of Guidance and Counseling Services as Efforts to Foster Student Character

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**ABSTRACT.** The general objective is to obtain a description of guidance and counseling management services to foster students' character in vocational high school. This research uses a qualitative approach with a case study method. Data collected by interview, observation and documentation are then analyzed with data reduction, data presentation and concluding. The results showed that planning guidance and counseling services by five steps in formulating objectives, arranging the program, setting a time, inventory personnel, inventory of facilities, and infrastructure. Organizing the guidance and counseling services is done with the four steps: assigning personnel, creating an organizational structure, arranging main tasks and functions, and coordinating the program. The five steps of implementing guidance and counseling services are implementing the program, actualizing guidance and counseling principles, following up, utilizing facilities and infrastructure, and cooperating between parties. Supervision of guidance and counseling services is carried out through three steps: supervision, summing up the results of supervision and following up on the supervision results.

**Keywords:** *Management, Guidance and counseling services, Student character*



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## INTRODUCTION

Humans are intelligent creatures and have various potentials that can be used to develop their minds (Brooks, 1991). This development is carried out through an educational process so that humans can become individuals who are innovative and expected to have good character. A character has also been used as an exciting object of study in education around the world since 35 years ago (Berkowitz & Bier, 2004). Various policies were made to support the implementation of character education, where these policies were used as the basis for compiling and implementing character-building programs in schools (Revell, 2002). Mulyasa *et al.* (2020) revealed that education in the field would greatly determine human resources in a nation. Education concerning the development of human potential in schooling has three specific objectives: first to support them-selves, second so that students can be more helpful by supporting other people, and third to glorify human life (Mulyasa *et al.*, 2018). Education in the current millennial era must pay more attention to the development of science, technology, and arts and mobilise human

resources to overcome various problems and challenges that arise from various changes (Mulyasa *et al.*, 2020).

To achieve the first specific goal, teachers equip their students with Life Skills. The second and third goals are achieved by providing knowledge and familiarizing students to do better by the teachings of their religion. It makes education not only educate students' brains but also educate students' hearts. Nevertheless, unfortunately, education has not been fully able to educate the brain and students' hearts. As a result, education has lost its character. Currently, it is easy to find problems related to student character. Teenagers such as vocational school students are the ones most highlighted by society as perpetrators of immoral acts. It is because, in the eyes of society, teenagers still have unstable emotions. This instability is what makes adolescents unable to control themselves and then engage in deviant behaviours. It makes people think that teenagers can be temperamental because they cannot control their emotions (Steinberg, 2008).

Admittedly or not, the environment also influences the temperament of adolescents. Family is the environment that most influences the temperament of adolescents (Sanson *et al.*, 2004). However, due to his growing abilities, teenagers began to try to rid themselves of the influence of his family. Then adolescents want to be and be accepted by the community or in the school environment. The inequality of conditions between the family environment and the community or school environment can impact the differences in student attitudes in the family environment and the school and community environment (Huzaemah, 2019). That is because there are students known in the family environment as friendly and obedient, while in the community, they are known as students who like to disobey and break the rules. The reason is that there is no inconsistency between the social climate in the family environment and the school environment. Environmental influences on student behaviour make the school take preventive measures or prevent various bad things against students. One of the efforts being carried out as a preventive effort is to implement a student character-building program.

The teacher has a significant influence on the success of character building in schools and even dramatically determines the success or failure of students in developing their personality completely (Revell & Arthur, 2007). In implementing the character-building program, teacher quality can be viewed from two aspects: the aspect of the process and the outcome. In terms of the process, the teacher is said to be successful if it can involve most of all students actively, especially mentally and socially, in the process of fostering student character at school (Marshall *et al.*, 2011). Besides, it can be seen from the passion and enthusiasm in carrying out character building for students at school and the presence of self-confidence. Meanwhile, in terms of results, the teacher is said to be successful if the character development carried out can make character changes for most of the students for the better.

However, the facts in the field show that not all teachers can motivate students to be actively involved in implementing character-building programs from a process point of view. Besides, the teacher has not been able to be the party who can solve problems for students that become a barrier for students to be actively involved in the implementation of character-building programs as it is known that students' problems, especially vocational students, are increasingly complex in their adolescence. The reason is that the teacher's ability to guide, motivate, and foster student character is still low. Vocational High School students, through the practice of well-programmed guidance and counseling services in the school environment, allow them to gain provision in understanding their situations and abilities, have their values and communities, recognize different types of work, be ready to enter the workforce, be able to solve problems especially regarding job selection, have healthy goals and respect for their work. Paying attention to the provisions in the form of self-understanding of the condition and ability of self and awareness of self-values and society is the main character that must be developed for vocational high school students, because it is related to the problem of work character, and this character should be the main feature for graduates of Vocational High School.

In terms of results, teachers do not have a solid commitment to fostering student character. As a result, students' commitment to participate in various character-building programs is also weak, which has implications for the less than optimal results of the character-building program. The reason is that the teacher does not yet have an awareness of the urgency of character building for students. The teacher in front of the students only teaches, has not internalized the character values and moves the students to actualize the character values (Qomar, 2012). Seeing the facts above, guidance and counseling teachers have a strategic role in fostering students' character in Vocational High School. The guidance and counseling teacher has a role as an instructor, mentor, and motivator for students experiencing problems, especially problems related to student behaviour. When this role can be carried out well, it is hoped that the students he supervises can become individuals who can stabilize their emotions so that they have the motivation to be actively involved in the implementation of character education programs. The role of counseling teachers in fostering student character has relevance to guidance and counseling services in schools. There are two purposes for guidance and counseling in schools. First, help independent students and develop their potential. Second, students can find themselves, get to know the environment and plan for their future. It means that the implementation of guidance and counseling can contribute to successfully implementing character-building programs in schools.

On the other hand, character building in schools is closely related to school management. Management referred to here is how character development is adequately planned, implemented and controlled in educational activities at school (Hasibuan *et al.*, 2018). Thus school management is one of the effective media in character-building programs in schools. It can be done if the character building of students is the main goal that must be achieved in school management (Wiyani, 2020). Fostering student character is also the main goal to be achieved in activities that fall within the scope of school management, such as guidance and counseling service activities. It means that the management of guidance and counseling services at Vocational High School must refer to the succession of character building students. However, it is still easy to find Vocational High School in the Cilacap district that still provides street origin guidance and counseling services in terms of reality. The reason is that the guidance and counseling services have not been appropriately managed. As a result, the management practice of guidance and counseling services to foster student character is less effective and efficient.

Four studies have relevance to the author's research regarding the focus of the study and the object. First, Deborah J. Kennett's (1994) research entitled "Academic self-management counseling: Preliminary evidence for the importance of learned resourcefulness on program success". The results of his research indicate that academic self-management counseling services can make students have independence and persistence in learning and in living their lives. This academic self-management counseling service is carried out in stages and can experience success if each student does not stop participating in the service program. In Kennett's (1994) research, counseling services were provided to students in order to have independence and persistence. It means that guidance and counseling services are carried out to foster student character, which is the same as the author's research. The difference is that in Kennett's (1994) research, character development, namely independent and dynamic characters, is carried out through self-management counseling services. Meanwhile, character building in the author's research is carried out through managerial activities to form religious, disciplined, and diligent characters.

Second, Yuen *et al.* (2019) research entitled "Career Education and Vocational Training in Hong Kong: Implications for School-Based Career Counseling." In their research, an overview of past and present trends in career guidance, career education, and vocational training in Hong Kong. Particular attention is paid to evaluating career education policies and how they have evolved and influenced practice in secondary schools over the past several decades. Topics also covered in the study included dropping out of school students, mentor systems, teacher training,

vocational training versus university education, and parental involvement. Two representative case studies are used to describe a successful program. The future development of career education and vocational training in Hong Kong is anticipated, and the implications for the practice of school-based career counseling are considered. The similarity between Yuen *et al.* (2019) research and the author's research is that they both make vocational education the object of their research. Meanwhile, the difference is that Yuen *et al.* (2019) research examines counseling services in vocational education institutions to develop student careers. In contrast, the author's research examines counseling services in vocational education institutions, namely vocational schools to foster student character.

Third, Yi *et al.* (2003) research, entitled "Utilization of Counseling Services by International Students". Her research examines the use of counseling services by international students at major Texas universities. Approximately five hundred and sixteen international students visited the university's counseling centre during the 1992 and 1998 academic years. The counseling services were aimed at addressing their various concerns as international students. The counseling services provided are in the form of career services and personal problem services. The results of his research indicate that career counseling services are more needed by students who tend to be younger, female and have undergraduate status. Meanwhile, counseling services for personal problems are visited mainly by older male students and have postgraduate status. In both services, it is known that the problems faced by them are social, cultural problems and problems with deviations from prevailing norms (Yi *et al.*, 2003). This study indicates that counseling services can be used as a medium for fostering morality or fostering student character. So the similarity between their research and the author's research is that they both make guidance and counseling services a medium for building student character. Whereas the difference is if their research makes undergraduate and postgraduate students the object of study, then the author's research makes vocational students the object of study. The difference in the object of study will undoubtedly result in differences in data, differences in data analysis results, and differences in research results.

Fourth, research by Jenny Hyun *et al.* (2007) entitled "Mental Health Need, Awareness, and Use of Counseling Services among International Graduate Students". Their research was carried out to investigate the prevalence of mental health needs in international graduate students and examine their knowledge of mental health services and the use of on-campus and off-campus counseling services. His research is survey research conducted in the spring through the use of e-mail. The results showed that out of 3,121 completed surveys, 551 completed surveys were from international postgraduate students. The result was that approximately 44 percent of international graduate students answered that they had emotional or stress-related problems that significantly affected their well-being or academic performance in the past year. They solve this problem by visiting a counseling service. Students' efforts to visit counseling services are based on the need for mental health that must be met (Hyun *et al.*, 2007). There are similarities and differences between the above research and the author's research. What is similar is that the above research and the authors' research both use guidance and counseling services to overcome behavioural problems and prevent negative behaviours. Whereas the difference is that the above research makes undergraduate students the object of their research, while the researchers make vocational students the object of their research.

From the initial observations, it was found that three vocational schools could use guidance and counseling services as a medium to foster students' character. At Karangpucung State Vocational High School, guidance and counseling services are conducted to have a disciplined character. At Nusawungu State Vocational High School where guidance and counseling services are conducted to foster students' character to have a tenacity character. Meanwhile, at Vocational High School Ma'arif NU Kroya, guidance and counseling services are organized to foster religious character in students. Of course, these efforts were not made from the road. Guidance



and counseling services are carried out to develop the character of vocational students systematically and systemically. It shows a set of managerial activities in the guidance and counseling service, starting from planning activities for guidance and counseling, organizing guidance and counseling activities, implementing guidance and counseling activities, supervising guidance and counseling activities to build the character of vocational students. It is what motivates the writer to do this research. Thus, this study aims to describe the management of guidance and counseling services to foster student character at Karangpucung State Vocational High School, Nusawungu State Vocational High School, and Ma'arif NU Vocational High School Kroya Cilacap Regency.

## METHOD

The author's research uses a qualitative approach. In contrast, the type of research used is case study research. The author's research described or described the management activities of guidance and counseling services to foster student character carried out at Karangpucung State Vocational High School, Nusawungu State Vocational High School, and Ma'arif NU Vocational High School Kroya Cilacap Regency. In these cases, the researcher's position is a representative or presenter of facts and data from the object under study. The object under study is presented as it is, then it is broken down at length in detail, starting from general symptoms and appearances to specific symptoms or appearances, or vice versa (Muliawan, 2014).

There are three data collection techniques used in this study—first, interview. The interview technique used in this study uses a type of in-depth interview. In this type of in-depth interview, data is collected through dialogue that leads to statements and opinions of respondents in specific situations and is relevant to the objectives or focuses on being studied (Sukardi, 2013). The informants interviewed include the head of the Vocational High School, the curriculum assistant, the guidance and counseling teacher coordinator, the guidance and counseling teacher, and the homeroom teacher. Second, observation. Observation is a physical sensing activity and thinking about an activity. In this study, the authors used the observation technique with the type of direct observation to observe the guidance and counseling services organized by the counseling teacher. *Direct observation* is a technique in which the writer is directly involved in the observations made on the object (Muliawan, 2014). Third, documentation. Documentation is a technique of collecting data and information sourced from textual or written media (Muliawan, 2014). In this study, the authors used documentation techniques to obtain data in the form of documents related to guidance and counseling service management activities to foster student character. In this study, the data were processed and analyzed using qualitative data processing techniques. In this technique, three stages are carried out: the data reduction stage, the data presentation stage, and the conclusion stage (Milles *et al.*, 2014).

## RESULT AND DISCUSSIONS

### Result

There are four management activities for guidance and counseling services that are carried out to foster students' character in Vocational High School. *First*, guidance and counseling service planning as an effort to build student character in vocational high schools. The first step taken in guidance and counseling service management as an effort to foster character for students in Vocational High School is to formulate a plan. The planning begins with setting the goal of character building for students in Vocational High School. The aim is to foster the character of students to become religious, disciplined, and religious individuals. Religious character is a basic character and which later will move students to have other characters, namely the character of discipline, independence, diligence, tenacity, confidence, honesty, responsibility, tolerance, and others. All of these characters are operational characters driven by the basic character, namely religiosity. Discipline character is one of the students' assets in achieving learning success and as

an asset for students to achieve success in working in the business world and the industrial world in the future. So the character of discipline has relevance to the needs of the business world and the industrial world. The character of being diligent is needed by students in the interest of learning and very much needed by students when they have graduated and entered the world of business and industry. With this diligence, students can survive in the school environment and their community and their work environment.

Then based on the purpose of character building that has been formulated, a guidance and counseling service program is made as an effort to foster student character. The program formulated the strategy of implementation of guidance and counseling programs as follows: classic guidance and counseling service programs, guidance and counseling service programs individually, guidance programs and counseling services that are integrated with basic leadership training activities, guidance and counseling services programs that are integrated with extracurricular scouts and extracurricular karate, guidance and counseling services are conducted collectively-incidentally, guidance and counseling services are conducted collectively-collaboratively, classic-incidentual guidance and counseling services, individual-incidentual guidance and counseling services, guidance and counseling services integrated with religious lessons, and guidance and counseling services integrated with religious habituation activities. To ensure the objectives can implement this strategy, mapping the parties involved in its implementation is carried out. Besides, there will be facilities and infrastructure to support guidance programs and counseling services whose funds come from school operational funds.

Planning made by the Vocational High School in developing student character has been done optimally. It can be seen from the existence of character development goals relevant to the vision of Vocational High School and the demands of the world of work. The objectives also become more operational with the formulated programs and strategies. It is just that the Vocational High School has not formulated indicators of achievement of goals. It makes the Vocational High School later unable to assess the success of programs and strategies accurately. Then, ideally, after the program and strategy are structured, the Vocational High School will prepare a Standard Operating Procedure (SOP) that describes how the program and strategy implementation flow is. If that can be done, planning will guide each stakeholder in fostering an unmistakable character of students in Vocational High School. Planning in fostering student character will be effective when there is a match between goals and programs, and strategies. The efficiency of planning in fostering student character will occur when each program and strategy has a straightforward and applicable standard operating procedure.

*Second*, organizing guidance and counseling services as an effort to foster student character in Vocational High School. In organizing activities to foster student character at Vocational High School, the principal determines the parties involved in the implementation of character building for students at Vocational High School. These parties include curriculum waka, student council coordinator, guidance and counseling teacher coordinator, counseling teacher, homeroom teacher, and teachers of normative subjects (Islamic Religious Education Teacher and Citizenship Education Teacher). The main actors in developing the character of students in Vocational High School are the coordinator of guidance and counseling teachers. Other parties primarily support the implementation of coaching activities. Based on the assignment of personnel in character building for students, guidance and counseling organizational structure is created that explains the working relationship between personnel. It makes the compilation of the main tasks and functions of the guidance and counseling teacher coordinator and the guidance and counseling teacher itself based on the guidance and counseling organizational structure that has been established and endorsed by the principal. The main tasks and functions are based on strategies in the guidance and counseling service program to foster student character. The primary duties and functions of the guidance and counseling teacher coordinator are as follows: determine the guidance and counseling service program, controlling the preparation of guidance and counseling

work program plans, directing the implementation of the guidance and counseling service program so that it runs according to plan, controlling the achievement of guidance and counseling service programs, distributing foster students, coordinating with fellow counseling teachers, homeroom teachers, subject teachers then reporting to the principal to foster student character, facilitating the guidance and counseling teachers to organize guidance and counseling service programs, both morally and materially.

Meanwhile, the primary duties and functions of guidance and counseling teachers are as follows: can act as homeroom teacher, being a picket teacher in charge of welcoming students, becoming a facilitator in administering classical the guidance and counseling services according to schedule, providing classical guidance when there is an empty hour, taking care of scholarships and National Selection for Admission to State Universities for grade 3 students who will continue to tertiary institutions, implementing service programs according to the latest the guidance and counseling program, make daily notes, performing the guidance and counseling administration management, prepare reports on the results of the guidance and counseling service activities, listing and managing students who have received scholarships, facilitating students who will continue to higher education after graduation, become a homeroom teacher, carry out incidental-classical guidance when there is an empty hour, carry out incidental-individual guidance when there are students who need to be nurtured and accompanied in solving their learning problems, and cooperating with religious teachers in carrying out religious habituation activities.

Communication and coordination are formally and informally carried out by the parties involved in fostering students' character at Vocational High School with the aim that they remain one vision or one goal and can work together in achieving these goals. counseling teachers coordinate with student teachers related to the enforcement of rules, counseling teachers coordinate with education principal data operators related to complete student data collection, counseling teachers coordinate with religious education teachers related to fostering student character through learning activities and counseling teachers coordinate with homeroom teachers to solve problems being faced by students, especially problems related to harmful behaviour of students. The activities of organizing the guidance and counseling services to foster student character in Vocational High School have been carried out optimally. It can be seen from a clear organizational structure and primary duties and functions in fostering student character. A clear organizational structure and primary duties and functions make the authority of each stakeholder in fostering student character clear. So there is no shifting of responsibility. Organizing more intensively is also carried out by coordinating the guidance and counseling teacher team with other stakeholders in fostering student character. Intensive coordination can result in a shared vision and harmonious cooperation in fostering student character. Organizing activities in fostering students' character in Vocational High School can be practical when each stakeholder is involved in communication and coordination activities to discuss the actualization of the plans that have been compiled. The organizing activities in fostering students' character at Vocational High School can occur efficiently when each stakeholder can use online media to communicate and coordinate.

*Third*, the implementation of guidance and counseling services aims to foster the character of students in Vocational High Schools. The course of the guidance and counseling service program as an effort to foster student character is by the expectations of school leaders. The course of guidance and counseling services has also led to the character-building of students. The indication is because when the classical guidance service takes place, the guidance and counseling teacher always motivates and reminds students to be disciplined both in dressing discipline and obeying the rules that apply in Vocational High School. Guidance and counseling services are conducted with a schedule of learning activities that have been determined by the deputy headmaster of the curriculum in Vocational High School. Guidance and counseling teachers collectively deliver material on achievement guidance, behaviour guidance, and career guidance in

the guidance and counseling service activities. Discipline character fostering is carried out when the teacher delivers behaviour guidance material. Delivery of material is carried out by introducing positive behaviours to students, explaining the benefits of these positive behaviours, explaining the impact of not having positive behaviour, motivating students to love these positive behaviours in the hope that students will want and be able to make it happen in their daily life. The communication between the counseling teacher and the students is primarily one-way.

Guidance and counseling services are incidentally carried out when there are open class hours. This service is carried out collectively and is conditional. The material provided is also conditional, such as discussing and finding solutions to problems experienced by students related to students' negative behavior. For example, talking about the high rate of tardiness in students and then together looking for solutions. So in this activity the guidance and counseling services are more communicative and make students actively participate. counseling services are also incidentally implemented based on the desires and needs of students as clients of guidance and counseling teachers. When this activity is carried out, services are provided in a closed room so that students are comfortable telling stories or complaining and so that students' secrets as clients are maintained. Guidance and counseling teachers are also actively involved in enforcing school regulations. This effort is made to direct students to become disciplined individuals in the school environment. The counseling teacher participates in monitoring student participation in the implementation of scout and karate extracurricular activities. The counseling counsellor can easily carry out this activity because he is also involved as a scout coach and a companion to the karate trainer. Then guidance and counseling services are carried out collectively-incidentally for two hours per week when there are open class hours. The counseling teacher enters a class with open class hours and then provides guidance. Besides, the guidance and counseling teachers ask the subject teacher for one lesson hour to carry out guidance and counseling services collectively-incidentally.

Guidance and counseling services are carried out collectively-collaboratively. Guidance and counseling service activities are carried out by guidance and counseling teachers in collaboration with teachers of normative subjects, namely teachers of Islamic religious education and Pancasila and Citizenship Education. In guidance and counseling services, normative subject teachers collectively deliver material by linking it with guidance and counseling service material. It can be done because there is conformity and a relationship between Islamic religious education subject matter and civic education with guidance and counseling service materials. The guidance and counseling service program is intensively implemented through classic-incident and individual-incident guidance and counseling services as well as guidance and counseling services in an integrated manner with religious subjects and religious habituation activities. The implementation of guidance and counseling service programs is carried out after New Student Registration and New Student Orientation Period activities are carried out by student counsellors and guidance and counseling teachers. The guidance and counseling service programs have been implemented according to plan and lead to fostering the religious character of the students. The implementation of strategies in fostering student character is supported by the ownership and use of facilities and infrastructure as follows: classrooms, guidance and counseling service rooms, living rooms in guidance and counseling rooms, furniture, computers, printers, LCD projectors, educational videos, guidance learning modules and counseling, blackboards and erasers, posters, wall magazines, and mosques.

Besides, the smooth running of all parties in implementing guidance and counseling service programs as an effort to foster student character because they hold the principles of communicative, comfort, cooperation, patience, togetherness, loyal listeners, keeping secrets, reminding each other, democratic, positive thinking, diligence, caring, and exemplary. The actualization of these principles makes the coordinator of counseling teachers and counseling teachers become individuals with character and provide role models for their students. The



primary key that can lead counseling teachers to success in fostering the character of their students is their ability to provide role models for their students. It is as exemplified by the Prophet Muhammad *shallallahu 'alaihi wa sallam*, who succeeded in shaping the character of his people by providing an example or exemplary to his people in terms of doing good. Besides, these principles also enable guidance and counseling teachers to collaborate with other parties in implementing guidance and counseling service programs. Besides, the actualization of these principles makes guidance and counseling teachers have a harmonious relationship with students. This harmonious relationship is a precious asset for counseling teachers in developing student character. According to the author, the weak side of implementing guidance and counseling services to foster character for students in Vocational High School is the absence of an assessment of students in the guidance and counseling implementation process. Most of the assessment activities were carried out at the end of the implementation. It makes the results of the assessment conducted by guidance and counseling teachers in Vocational High School less comprehensive.

The guidance and counseling service program that is most effective in fostering the character of Vocational High School students is guidance and counseling service, which is implemented in an integrated manner with religious activities. In this activity, students are directed to be accustomed to positive behavior by the teachings of their religion. These habits or habits can not only make students know about the values of goodness. Still, they will also get used to positioning themselves in realizing the importance of excellence in every activity. Meanwhile, the implementation of character development can occur efficiently when the stakeholders in it can work together and provide guidance and counseling services by guidance and counseling principles and can make the best use of various existing facilities and infrastructure in carrying out character-building activities.

*Fourth*, supervision of guidance and counseling services aims to foster the character of students in vocational schools. Supervision of guidance and counseling services to foster student character at State Vocational High Schools is done to control the implementation of the guidance and counseling service program to foster student character. The principal of Vocational High School coordinates with the guidance and counseling teacher coordinator to obtain information about the achievement of the activity plan that the guidance and counseling teacher has prepared. The head of Vocational High School also coordinates with the guidance and counseling teachers to get information related to the attendance of students when guidance and counseling service activities are carried out. Besides, they also discussed problems faced in the implementation of the guidance and counseling program, checked programs created at the beginning of the school year, then confronted the relevance of the program with the vision, mission, and goals of the school, and evaluated guidance and counseling service programs that have been running, are currently running or those that will be walking. The evaluation is carried out through formal meetings, briefings held incidentally, and monitoring activities.

Supervision is also carried out by carrying out clinical supervision activities. This clinical supervision activity is carried out incidentally by the principal to the counseling teacher. In this activity, the principal and a teacher meet face to face to discuss the obstacles faced by guidance and counseling teachers in implementing the guidance and counseling service program to foster student character. The supervision of guidance and counseling services to foster student character in Vocational High School has been carried out well. It is because supervision activities can be carried out synergistically and systemically and can be accounted for in making communication and coordination activities carried out. Monitoring and supervision can control the implementation of the guidance and counseling service program to foster the character of students in Vocational High School.

Supervision activities on student behavior are carried out by guidance and counseling teachers and the homeroom teacher. The counseling teacher and homeroom teacher collaborate

to monitor student behavior and assess student behavior using either a questionnaire or an observation sheet. Then the results are reported to the head of the Vocational High School periodically. The results of the monitoring activities are then summarized. Based on these conclusions, a follow-up was carried out in the form of improvement of the guidance and counseling program to foster students' character in Vocational High School in the following academic year. Supervision will take place more effectively if monitoring activities are followed up by providing clinical supervision. From the problems or cases encountered during monitoring, a diagnosis of the problem is carried out, and the formulation of corrective steps or solutions to solve the problem through clinical supervision activities.

## Discussions

The character building of students in Vocational High School is carried out through various strategies designed and implemented by related parties. Nevertheless, unfortunately, the strategies formulated in the guidance and counseling service planning to build students' character in Vocational High School have not been carried out systematically. It is because the cooperation between parties in providing counseling services has not been maximally carried out. The study results indicate that the guidance and counseling services organized in cooperation will produce optimal guidance and counseling services (Brunner *et al.*, 2014). There are at least two steps that counseling teachers should take in formulating strategies in fostering student character, namely observing the internal environment and observing the external environment. Environmental observation in the implementation of the guidance and counseling service program to foster the character of students in SMK is carried out as material to determine strategies in developing student character. Environmental observations at Karangpucung State Vocational High School, Nusawungu State Vocational High School, and Ma'arif NU Vocational High School Kroya Cilacap Regency have been carried out since the New Student Admission stage and when the New Student Orientation Period stage is carried out.

Observations are made with the object of observing the behavior of new students through interviews and observations both physically and psychologically. Interviews were conducted at the time of admission of new students. Meanwhile, observations were made when new students participated in New Student Orientation Period activities. In New Student Orientation Period activities, guidance and counseling teachers provide material about the importance of character education and monitor the behavior of new students while participating in New Student Orientation Period activities. The results of the observation activities are used as material to determine the strategy for character building for students in Vocational High School. This effort makes the strategies determined to foster student character have relevance to facts, problems encountered in the field, and students' physical and psychological needs. It makes the strategy designed by guidance and counseling has an advantage and is right on target.

Based on the above observations, a strategy is formulated to implement the guidance and counseling service program to foster students' character in Vocational High School. At State Vocational High School, the guidance and counseling program aims to foster student character, especially the character of discipline. Discipline character is essential possessed by students in vocational high schools when studying and when they work (Lapan *et al.*, 2012). According to the school, a disciplinary character is prioritized because it can support student success in learning and work later. Based on the objectives and curriculum of Vocational High School applied in State Vocational High Schools, the strategies formulated in the guidance and counseling program include: classical guidance and counseling services, integrated guidance and counseling services with New Student Admissions and Orientation Period for New Students, guidance and counseling services are integrated with Basic Leadership Training activities, and guidance and counseling services integrated with scout and karate extracurricular activities.

At State Vocational High Schools, guidance and counseling services are aimed at shaping students' character, especially the character of diligence. According to the school, a dynamic character is needed by students to succeed in learning. Besides that, students need perseverance in the future to get success at work. Based on the objectives and curriculum of Vocational High Schools applied in State Vocational High Schools, the strategies formulated in the guidance and counseling service program include incidental-classical guidance and counseling services; guidance and counseling services on an incidental-individual basis; guidance and counseling services in an integrated manner with religious subjects and Pancasila and Citizenship Education. In contrast, at Vocational High Schools Ma'aruf NU Kroya, guidance and counseling services foster student character, especially religious character. According to the school, the religious character is an essential character that can bring out other characters such as discipline, persistence, independence, honesty, self-confidence, responsibility, and tolerance. Students also need a religious character to support their success in learning and support their success at work. The religious character was chosen to be focused on because of Vocational High Schools Ma'arif NU Kroya Cilacap Regency. Based on the objectives and curriculum of Vocational High Schools applicable at Vocational High Schools Ma'arif NU Kroya, Cilacap Regency, the strategies formulated in the guidance and counseling service program include: incidental-classical guidance and counseling services; guidance and counseling services on an incidental-individual basis; guidance and counseling services in an integrated manner with religious subjects; and guidance and counseling services are integrated with religious habituation activities.

*Religious character* is the essential character that drives discipline, diligence, independence, confidence, tolerance, honesty, and others. All of these characters are operational characters whose actualization is strongly influenced by the ownership of primary characters. In character building, teachers should focus more on building a religious character (Magesaharani & Ibrohim, 2019). The implementation of strategies in implementing the guidance and counseling service program as an effort to foster the character of vocational students is carried out to achieve the objectives of the guidance and counseling service program. It makes the strategy must lead to the achievement of goals (Shaterloo & Mohammadyari, 2011). The course of the guidance and counseling service program as an effort to foster student character at Karangpucung State Vocational High School has met expectations. Guidance and counseling services are carried out collectively according to the schedule of learning activities determined by the Vice Principal of Curriculum at Karangpucung State Vocational High School. In guidance and counseling service activities, guidance and counseling teachers collectively deliver material on achievement guidance, behavior guidance, and career guidance. Discipline character fostering is carried out when the teacher delivers behavior guidance material. Delivery of material is carried out by introducing positive behaviors to students, explaining the benefits of these positive behaviors, explaining the impact of not having positive behavior, motivating students to love these positive behaviors in the hope that students will want and be able to make it happen in their daily life. The communication between the counseling teacher and the students is primarily one-way.

Guidance and counseling services are incidentally carried out when there are open class hours. This service is carried out collectively and is conditional. The material provided is also conditional, such as discussing and finding solutions to problems experienced by students related to students' negative behavior. For example, talking about the high rate of tardiness in students and then together looking for solutions. So in this activity the guidance and counseling services are more communicative and make students actively participate. Counseling services are also incidentally implemented based on the desires and needs of students as clients of guidance and counseling teachers. When this activity is carried out, services are provided in a closed room so that students are comfortable telling stories or complaining and so that students' secrets as clients are maintained. Guidance and counseling teachers are also actively involved in enforcing school regulations. This effort is made to direct students to become disciplined individuals in the school

environment. The counseling teacher participates in monitoring student participation in the implementation of scout and karate extracurricular activities. The counseling counselor can easily carry out this activity because he is also involved as a scout coach and a companion to the karate trainer. As an effort to foster the character of students, smoothness of all parties in carrying out mentoring and counseling programs stick to the following principles: communicative, comfort, cooperation, patience, togetherness, loyal listeners, keeping secrets, reminding each other, and being democratic.

The guidance and counseling service program as an effort to foster students' character at Nusawungu State Vocational High School has not been implemented effectively. It is because guidance and counseling services are still carried out incidentally cannot be done classically due to limited learning time. At Nusawungu State Vocational High School, there are many hours of study on productive content subjects, and most of the learning time is spent on productive subjects. That is the background why guidance and counseling services are carried out collectively-incidentally and collectively-collaboratively. Guidance and counseling services are carried out collectively-incidentally. It is done for two hours per week when there are free lessons. The counseling teacher enters a class with open class hours and then provides guidance. Besides, at certain times, the guidance and counseling teachers ask the subject teacher for one lesson hour to carry out Guidance and counseling services collectively-incidentally.

Guidance and counseling services are carried out collectively-collaboratively carried out by guidance and counseling teachers in collaboration with teachers of normative subjects, namely teachers of Islamic religious education and Pancasila and Citizenship Education. *Islamic Religious Education* is a subject that presents a variety of material about goodness and practices to do good. Pancasila and Citizenship Education is also one of the subjects that presents various values of goodness and provides an overview of how students can actualize these values of goodness in state life (Sim & Print, 2009). In guidance and counseling services, collectively-collaboratively normative subject teachers deliver material by linking it with guidance and counseling service material. It can be done because there is conformity and a relationship between Islamic religious education subject matter and Pancasila and Citizenship Education with guidance and counseling service materials. Based on the research results, it can be seen that guidance and counseling services to foster student character are carried out in an integrated manner with learning activities, habituation activities, and extracurricular activities. When these three activities can be carried out optimally, building the character of students will be achieved effectively and efficiently (Rosad, 2019). When character development activities can be carried out simultaneously through learning, habituation, and extracurricular activities, it will produce comprehensive character education practices (Pearson & Nicholson, 2000).

Then the thing that makes the most significant contribution in supporting the implementation of the guidance and counseling program is the ability of guidance and counseling teachers to actualize the principles of guidance and counseling services when administering guidance and counseling services both collectively-incidentally and collectively-collaboratively. Actualized principles include communicative, confidentiality, patience, care, togetherness, patience, and exemplary. The actualization of these principles can make teachers have a positive perspective on students, resulting in positive behavior. The positive behavior displayed by the teacher can make him a model for students in behaving positively (Muh Farozin *et al.*, 2020). The guidance and counseling service program to foster student character at Ma'arif NU Vocational High School Kroya Cilacap has not been implemented very effectively. Classical guidance hours are incidental due to the limited learning time of students in Vocational High School. Students in Vocational High School spend more of their time studying productive subjects. Learning hours for productive subjects are more than those for normative and adaptive subjects. The limited learning hours have made the guidance and counseling service program not implemented



effectively. This ineffectiveness makes the guidance and counseling service program not fully implemented efficiently.

The guidance and counseling service program to foster student character has not been implemented efficiently due to limited learning hours. It makes the principal unable to include guidance and counseling in the lesson schedule. The implementation of the guidance and counseling service program is incidental. Guidance and counseling teachers enter the classroom to provide services when there are empty subject teachers or when the homeroom teacher cannot enter the classroom. The guidance and counseling service program is intensively implemented through classic-incidental and individual-incidental guidance and counseling services as well as guidance and counseling services in an integrated manner with religious subjects and religious habituation activities. Many research results reveal that habituation activity is one of the strategies that are pretty effective in fostering student character because, in habituation activities, students are directly involved in doing good things (Sari, 2017). Habituation activities can also be used as a medium for effective character formation in students (Budi & Apud, 2019).

Some of the principles actualized in implementing the guidance and counseling service program at Ma'arif NU Vocational High School Kroya Cilacap include positioning oneself as student service, serving students sympathetically and empathically, being willing to listen to student complaints, being able to keep student secrets, providing student solutions to their problems. To become a democratic counselor, not hesitate to start communicating with students, be patient and painstaking in accompanying students, believe that behavior changes in students do not just happen but are influenced by various factors and position students as children and position themselves not as friends or younger siblings. It is because the counseling teacher is the father or mother of the students. This principle has facilitated the implementation of the guidance and counseling service program to foster the character of students at Ma'arif NU Vocational High School Kroya Cilacap. However, it has also made guidance and counseling teachers collaborate with other parties in implementing the guidance and counseling program. Besides, the actualization of these principles makes guidance and counseling teachers have a harmonious relationship with students. This harmonious relationship is a precious asset for counseling teachers in developing student character.

The supervision activities in implementing the guidance and counseling service program to foster student character are carried out to ensure that the strategy is carried out according to plan and remains focused on achieving the stated goals. The different strategies and situations, and conditions of each school make control activities carried out differently. Supervision activities in implementing the guidance and counseling service program to foster student character at Karangpucung State Vocational High School are carried out through academic monitoring and supervision. It can be done because guidance and counseling services at Vocational High School are carried out classically and scheduled in the student's lesson schedule. Academic supervision activities are carried out on a scheduled basis, where the implementation is adjusted to the guidance and counseling teacher's schedule in providing classical counseling services. Monitoring activities in the implementation of the guidance and counseling service program to foster the character of students at Nusawungu State Vocational High School are carried out through group monitoring and supervision. It is done because guidance and counseling services in these schools are carried out incidentally. Group supervision activities are carried out through group meetings attended by the principal, the guidance and counseling teacher coordinator, and guidance and counseling teachers. The meeting discussed the achievements or success of the program and the obstacles faced in implementing the guidance and counseling service program.

Supervision activities in the implementation of guidance and counseling service programs to foster student character at Ma'arif NU Vocational High School Kroya Cilacap are carried out through clinical monitoring and supervision. It was done because guidance and counseling services at Ma'arif NU Vocational High School Kroya Cilacap were carried out incidentally.



School principals are carried out clinical supervision activities by providing exceptional services to guidance and counseling teachers who are facing problems in organizing guidance and counseling programs as an effort to foster student character. Although the supervision activities in the implementation of the guidance and counseling service program to foster the character of students in Vocational High School are carried out differently, they have two similarities. The first, jointly carried out to determine the success of the guidance and counseling service program to foster student character. Second, the results of the supervision activities are equally used as material for consideration for continuous improvement efforts in the guidance and counseling service program in the coming school year. Based on the description above, it can be said that the guidance and counseling service management to foster the character of students in Vocational High School has been carried out well and is by the theory. There are three indications of this: the character-building program, through various strategies, is carried out towards the goal and according to the needs and facts in the field; it can prevent negative behavior in students by coaching student character by counseling teachers; every stakeholder involved in fostering student character can work together harmoniously; this means a shared vision among them.

## CONCLUSION

Guidance and counseling management to foster student character in Vocational High School have been implemented well. The guidance and counseling services are planned, organized, implemented, and supervised to form a disciplined, diligent, and religious character. Character building in students is effective when it is done by developing religious character first. It is because a religious character is an essential character and the driving character that will bring out various other positive characters, including the character of discipline and perseverance. Then the guidance and counseling service program that is most effective in fostering the character of vocational students is guidance and counseling services which are implemented in an integrated manner with religious activities. In this activity, students are directed to be accustomed to positive behavior by the teachings of their religion. The implementation of character development through guidance and counseling services can be carried out effectively and efficiently with teamwork and continuous monitoring activities to improve guidance and counseling services. From the research results, recommendations can be made to other researchers that other researchers should follow up on the results of this study by conducting research whose focus is directed at the formulation of models and the development of guidance and counseling management models as an effort to foster the character of students in Vocational High School. Then based on the model that has been formulated, research and development can be carried out.

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