

## The Effectiveness KIPAS Model of Counseling Using Self Management Techniques to Improve Hardworking Character Value

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**Abstract:** The low character of hard work by some eighth grade students at Junior high school 10 Banjarmasin affects students by studying at school, many students do not collect the assignments given by the teacher on the specified collection time limit, do not look for alternative solutions to problems when they are faced with obstacles in completing tasks, for example by cheating. This study aims to analyze the effectiveness of the KIPAS model of counseling services using Self Management techniques in improving the hard work character of eighth grade students of Junior high school 10 Banjarmasin. The researcher conducted a quantitative study using the experimental method, namely the quasi-experimental design in the form of the non-equivalent pretest-posttest group design. This research was conducted at Junior high school Banjarmasin1. The researcher used a questionnaire with inclusion criteria and purposive sampling technique with a total of 6 students as respondents. The results of this study show that there are differences in the level of hard work characters before and after the provision of counseling services using the KIPAS model using the Self Management technique. Therefore, the KIPAS model of counseling service using the Self Management technique is effective in improving the hard working character of class VIII students at Junior high school 10 Banjarmasin.

**Keywords:** Hard Work Character; KIPAS Model of Counseling; Self Management Techniques

### Introduction

Education is an effort to advance character and mind. Education is a serious concern for the wider community because the success and failure of a nation is highly dependent on efforts to foster and develop the nation's character. Character education aims to strengthen and develop life values that are considered important and necessary. Sulastrı et al., (2017), said Character education aims to strengthen and develop the values of life that are considered important and necessary, so that they become a distinctive personality/ownership as the values are developed, correcting behavior that is not in accordance with the values developed by schools and build harmonious connections with families and communities in playing the responsibility of character education together.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 character education is divided into 18, namely: religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, loves peace, likes to read, cares about the environment, cares about social, and is responsible (Permendikbud: 2018).

In several points of character education to help children in achieving their future, namely the character value of hard work. Desmita, (2017), said teenagers have developmental tasks for teenagers to start thinking about their future seriously. To achieve the future desired by students, it is necessary to have a good hard work character. As parties with an interest in character education, guidance and counseling teachers must be committed to carrying out 3 education to achieve developmental tasks for children (Agustina et al., 2021)

Mustari (2019) said characteristics of someone who has the character of hard work, namely: showing sincerity in doing the task, persisting in the task received despite facing difficulties, trying to find solutions to problems, completing tasks within the targeted time limit, using all abilities to achieve goals and trying to find various alternative solutions when encountering obstacles. Sugianto (2017) said that hard work is an activity that is carried out in earnest without getting tired or stopping before the work goal is achieved and always prioritizing or paying attention to the satisfaction of the results in every activity carried out.

Meanwhile, according to Kurniawati & Irsyadillah (2018) the value of hard work can be seen from hard work in learning. Hard work in learning can be seen from a person's sincerity in studying. It can be concluded that someone who has a good hard working character is always on time in completing school assignments given by the teacher, someone who does not easily give up when faced with obstacles in learning and looks for alternative problem solving when encountering obstacles in learning.

Referring to the results of preliminary research carried out by researchers in class VIII Junior high school 10 Banjarmasin, it is quite common to find problems with low hard work characters, namely, there are still many students who are late in collecting homework given by the teacher and there are still many students when they have difficulty doing work. school assignments prefer to cheat on their friends so they don't look for better alternatives to solve problems. Efforts to overcome the problem of the low value of the character of hard work, the role of guidance and counseling is very important because it helps in solving the problem of the value of the character of hard work. According to Suriansyah & Ahmad, (2015) Guidance and counseling is an activity carried out by a counselor or who carries out duties as a class supervisor to provide assistance to students in overcoming various problems related to learning or other problems that also affect student learning outcomes.

The author uses the KIPAS Model of Counseling *Settings* group combined with Self Management techniques. According to Mappiare (2017) the KIPAS model of counseling (Counseling, Intensive, Progressive, Adaptive, Structured) is a cultural-based counseling framework, which is explained in the cultural discussion theme, namely characters that are suitable for improving the character of low hard work. The peculiarity of this approach is that it does not view students/counselors as problematic/unhealthy individuals but individuals who have potential, seeks to help assess and develop positive assets within the counselee, and collaborate with parties who can support the progress of the student/counselee (Ariyantini, 2019)

Yusuf (2016) Self Management is a change that can be generated through the individual himself in learning to organize and manage himself in order to have the ability to overcome problems (coping skills). According to Khotimah (2017) in self-management techniques, the responsibility for successful counseling is in the hands of the counselee. Counselors act as originators of ideas, facilitators who help design programs and motivators for counsees. Komalasari & Gantina (2018) says Technique self-management is a strategy to change behavior or habits with regulation and monitoring carried out by the counselee himself by using several strategies in the form of self-monitoring exercises, stimulus control, and self-reinforcement. By using the KIPAS model of counseling combined with technical Self Management can improve the hard work character of class VIII SMPN 10 Banjarmasin by carrying out the 4 steps of Self Management itself so that students can change the behaviors that indicate the character of low hard work.

Another reason to strengthen in combining KIPAS model of counseling using self management techniques is the weakness of self management techniques is the need for the role of counselors covered by the KIPAS model of counseling that regulates the position of counselors as friends and innovators which means counselors and counselors are characterized by the same human equality, no higher. The purpose of the innovator is to be a friend to the client as a person who has a good innovation in order to provide advice and input that is very helpful if the client gets difficulty in the service process but it also does not leave the task of the counselor to be a facilitator in helping the client solve the problem.

With regard to the problems experienced by students with low hard work characters, it means that efforts must be made to overcome them by using the KIPAS model of counseling *settings* group combined with Self Management techniques. Thus, the authors have an interest in researching the effectiveness of the KIPAS model of counseling services using

Self Management techniques to improve the character of hard work in class VIII Junior high school 10 Banjarmasin.

The purpose of the following research is to understand the level of hard work character before and after applying the KIPAS model counseling using Self Management techniques and to determine the effectiveness of KIPAS model counseling using Effective Self Management techniques in helping to improve the hard working character of class VIII students of Junior high school 10 Banjarmasin.

## Methods

This study uses a quantitative approach, experimental research type and the design is a quasi-experimental design in the form of the non-equivalent pretest-posttest group design. Techniques in collecting data with questionnaires and interviewing activities. The technique of analyzing the data used the Mann-Whitney Test. The Mann-Whitney Test is used to test the difference between two independent samples.

To retrieve the data, it was conducted at Junior high school 10 Banjarmasin. This research was carried out from June to September 2021 which included preliminary research, testing instruments, collecting data, processing data, and presenting information on the results of taking the data. There was also a population that was selected, namely the overall class VIII students of Junior high school 10 Banjarmasin as many as 177 and a total sample of 6.

## Results and Discussion

Private Junior High School Muhammadiyah Tebing Tinggi has quite good student discipline, this is because there are still students who violate school rules such as dressing poorly, coming late to school, not doing homework, pulling out and smoking outside the school environment. This is in accordance with the opinion that the indicators of student discipline include (Chan et al., 2019):

- a. Complete tasks on time.
- b. Take care of each other with friends so that all class assignments are carried out properly.
- c. Invite friends to maintain class order.
- d. Remind friends who break the rules with polite and non-offensive words.
- e. Dress modestly and neatly.
- f. Obey school rules.
- g. Discipline is a thing

Discipline is the most important thing instilled in students. Discipline is a positive habit that becomes a reference for students in managing their future. When students are able to refrain from violating the rules that have been set, this will carry over until the student is an adult and is in the community and work environment. This is in accordance with Tabrani's opinion that discipline is necessary in educating students so that students will easily be able to:

- a. Discipline brings the learning process towards high productivity or produces high quality learning.
- b. Discipline affects our activities in the learning process, because discipline greatly affects creativity and learning activities.
- c. Discipline strengthens us to obtain satisfactory learning outcomes.
- d. Discipline makes it easy for us to get satisfactory learning outcomes
- e. Discipline provides readiness for educators to carry out the teaching and learning process.
- f. Discipline will support positive things in carrying out various activities and learning processes (Rohman, 2018).

This discipline is the most important thing instilled in students from school. So, schools should actually have officers in enforcing discipline against students. Guidance and counseling teachers are school components whose duties are in counseling which in practice is to help

individuals identify themselves, understand the nature they were born with and help individuals to become good individuals in accordance with God's commands to achieve happiness in life in this world and the hereafter.

Discipline in Islam is associated with the concept of Ihsan, namely akkalah or good deeds. Ihsan is giving an understanding that one way to get closer to Allah SWT. that is to do all the commands of Allah swt. and stay away from all His prohibition (Masruroh et al., 2021). When students believe in Islam in themselves, namely by believing and carrying out the pillars of Islam in their lives and then having faith, namely by understanding and believing in the six pillars of faith plus having Ihsan in themselves, namely being able to behave in accordance with religious rules and sharia, the student will go to Insan Kamil. .

Ihsan teaches us that all human behavior is noticed by Allah SWT. Thus we will always be careful in acting and acting. Ihsan in everyday life includes obeying all the rules that apply. This includes complying with the regulations imposed in the educational environment. Students who go to Insan Kamil must be able to behave in accordance with their position as students.

Guidance and counseling carried out at the Muhammadiyah Tebing Tinggi Private Junior High School should be a forum in providing classical services to students so that disciplinary problems do not arise in students' lives. Because the background needs to be given counseling to students, namely: First, the problem of individual development. Second, the problem of individual differences. Third, the problem of individual needs, Fourth, the problem of adjustment, Fifth, the problem of the learning process.

The provision of guidance and counseling services to students will have a good impact in shaping student discipline and must also be able to assist students in developing the potential that exists in students, so that students have good life goals. Students who violate school rules may not know or understand the rules at school. Therefore, when students enter the school gate, students are introduced to the rules at school through orientation services. Rules and punishments are quite difficult and unpleasant for students, so there is also a need for rewards. Reward is something that needs to be considered in disciplining children. Rewards are not only in the form of material but can also be in the form of praise and appreciation. The existence of rewards will motivate students to be disciplined and carry out the rules with pleasure.

Consistency also needs to be considered in disciplining students. Teachers must be consistent, one way is to make an agreement or agreement with students while in the school environment regarding the rules that must be implemented. The attitude of consistency that is built in students will be able to instill a disciplined attitude in these students. The presence of guidance and counseling services can help students in dealing with or preventing problems in their lives. All aspects of the service cover all aspects of student life in the family, education and community environments. Therefore, schools need to coordinate with parents in shaping the character of students to become superior and noble individuals in accordance with shared expectations.

## **Conclusions and Suggestions**

Based on the results of the research discussion, it can be concluded that the implementation of Guidance and Counseling at the Muhammadiyah Tebing Tinggi Private Junior High School is still not going well, because the Guidance and Counseling carried out are incidental. The implementation of guidance and counseling does not run optimally and is also influenced by several factors such as guidance and counseling teachers who do not have BK educational qualifications, unavailability of guidance and counseling hours, school demands that make guidance and counseling teachers as subjects. teachers and attitudes. students who still regard the guidance and counseling teacher as a feared teacher. Guidance

and counseling services carried out by BK teachers have not been able to enforce student discipline at the Muhammadiyah Tebing Tinggi Private Junior High School. Suggestions for further researchers are to conduct research related to guidance and counseling services to improve student discipline.

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