

Improving the caring character of the school environment through providing group guidance services using discussion techniques

Muhammad Alridho Lubis¹, Risma Dina², San Putra³

Universitas Jambi¹, Jambi, Indonesia
STKIP Budidaya, Sumatera Utara, Indonesia
STAI Syekh. H Abdul Halim Al Islahiyah, Sumatera Utara, Indonesia
muhammadalridholubis@unja.ac.id

Submitted : 02-10-2023, Revised : 26-10-2023, Accepted : 20-11-2023

Abstract: The low character of caring for the school environment in students makes the school environment dirty and causes damage to school facilities, even though this character is crucial in forming a caring and responsible attitude in students. This research aims to improve the caring character of the school environment in students through group guidance services using discussion techniques. The research method used is action research with a one group pre-test and post-test design. The research was carried out in 2 cycles, each cycle consisting of planning, implementation, evaluation and reflection. The research sample used purposive sampling consisting of 10 students who had a low level of concern for the school environment. Data collection was carried out by distributing a character scale that cared about the school environment after taking action. The results of the research show that discussion technique group guidance services can improve the caring character of the school environment in students.

Keywords: Group Guidance; Caring Character; School environment

Introduction

Character education is education that teaches behavior and ways of thinking that are characteristic of each individual when living in a state and society (Romdloni, 2021). Character is an important thing for a person to have, one of which is the character of caring about the school environment. Carrying out character education with a focus on caring for the school environment is crucial for forming individuals who have a caring and responsible attitude towards their environment (Naim, 2012).

Some of the problems found among students are a lack of concern for the school environment. The classroom environment is dirty with rubbish in the classroom, the blackboard is full of scribbles but is left alone. Students who play in the field throw rubbish carelessly and damage the school garden. This shows that not caring can result in school facilities becoming dirty and causing damage. As individual students, students should have concern for the environment around them (Kaufmann & Vallade, 2022; Permata et al., 2020).

Naziyah et al., (2021) states that environmental problems that arise cannot be separated from human behavior because they tend to use the environment for personal interests without considering its sustainability. Losing awareness of the environment can cause various local environmental problems which ultimately affect human life. This can be seen from human habits. One example is the difficulty in instilling the habit of throwing rubbish in its proper place, even though rubbish bins have been provided, there is still a tendency to produce rubbish carelessly and an indifferent attitude towards the cleanliness of the surrounding environment. Schools promote a culture of environmental care with the aim of forming students who are sensitive to their environment (Trahati, 2015).

The mission of character education is caring for the environment well, avoiding actions that could damage it, raising awareness of the importance of the environment, developing caring and responsible attitudes towards the natural environment, and motivating students to be role models in protecting the environment wherever they are (Purwanti, 2017). One of the

factors that makes a school comfortable is the condition of the school environment (Ray et al., 2007). A comfortable environment can make students feel safe and comfortable in the learning process, so that students can focus on following the learning process.

The school environment, where students are the main focus of services, often faces various problems. If these problems interfere with students' lives, counselors can provide assistance through counseling session (Sulton & Abadi Slamet, 2017) Page | 208. The implementation of character education can be integrated through services in guidance and counseling. Of course, this will emphasize the transformation or development of character values possessed by students, with a focus on changing behavior towards a more positive and optimal direction. (Mafirja, 2018; Noya & Salamor, 2020; Nida & Usiono, 2023).

Group guidance can be used to provide assistance to students in developing the character they should have, so that students can avoid inappropriate behavior in everyday life (Yudrika, 2019). One of the most appropriate methods is the group guidance method. The consideration for choosing group guidance is its preventive orientation, to increase students' awareness and knowledge (Rasimin & Hamdi, 2021).

Group guidance services can be held with discussion topics regarding character values. Internalization of character values can be carried out at each stage of group guidance. So, counselors or guidance and counseling teachers at schools can instill main character values (Sinaga & Artati, 2017). ACA (dalam Corey, 2015) The counselor selects members whose needs and goals match the group's goals, who will not hinder the group process. The emphasis of group counseling is on interpersonal interaction which is the skill and success of members in carrying out activities to the maximum (Gibson & Mitchell, 2005; Gladding, 2020).

One way to provide group guidance services is through discussion techniques. Discussion techniques are chosen in group guidance services because students get the same opportunity to solve problems. Each student gets the opportunity to express their own thoughts as a process for solving a problem (Hartanti, 2022; Madjid, 2014; Tohirin, 2015). Group guidance services with discussion techniques enable students to see models that suit themselves and then carry out self-assessments so that they can have an impact on every business or action they will take (Amalia et al., 2020).

Yudrika (2019) states that there is a significant influence between group guidance services in shaping the character of students. Several previous studies have shown that providing group guidance services using several techniques can be used to increase awareness of the school environment. The implementation of group guidance in increasing care for the school environment can not only be done by providing material and then holding discussions, but can be done by several other techniques such as role playing (Xu et al., 2020), Study tours (Pramudita & Setyawati, 2023), *Joyco Learning* (Setyawati, 2023), *Problem Based Learnin* (Murniasih, 2021), dan another technique for increasing awareness of the school environment among students.

Based on the findings above, the researcher came to the conclusion to provide group guidance services using discussion techniques to increase students' awareness of the school environment. Discussion techniques are given because they are considered to increase awareness of the school environment. In addition, group guidance using discussion techniques can be used as an alternative in providing group guidance services in schools so as to increase awareness of the school environment among students.

Method

The type of research used in this research is action research. The research design uses one group pre-test and post-test. This research is planned to be carried out in 2 cycles, each cycle will consist of 4 steps, namely, planning, implementation, evaluation and reflex. The

instrument used to see the increase in school environmental awareness among students is the school environmental awareness scale which is filled in after the service implementation is complete. The school environmental concern scale was tested for construct validity and reliability with Cronbach's Alpha. The trial was carried out on 30 students who were used as respondents. The results of instrument testing carried out on the school environmental care scale showed that of the 35 statement items that passed the validity test, 24 were items. The reliability test on the instrument shows $r = 0.841$. Meanwhile, the instrument used to observe the implementation of the process is an observation sheet for the implementation of group guidance using discussion techniques. The sampling technique used purposive sampling which was taken based on a scale distributed in class XI, then 10 people were selected who had a low level of caring about the school environment. Data analysis uses the Formula A formula.

Results and Discussion

Before being provided with discussion technique group guidance services, students are given a scale of caring for the school environment which has passed a trial to collect data about the character of caring for the school environment. Based on data obtained from the results of research using a valid questionnaire, 10 people who had a low level of caring about the school environment were found to be members of the group.

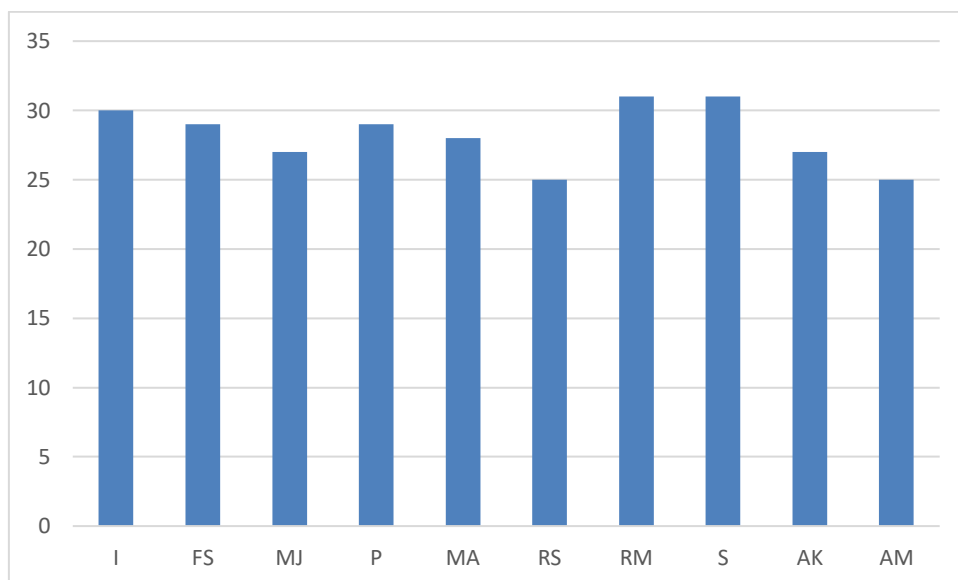


Figure 1. Data on Care for the School Environment of Students before being provided with Services

In cycle 1, guidance and counseling services using discussion techniques are provided to students with one service provision and then a scale of caring for the school environment is given. This research not only focuses on increasing the caring character of the school environment, but also emphasizes that service delivery must be provided systematically and precisely. The data obtained after providing group guidance services using discussion techniques are as follows:

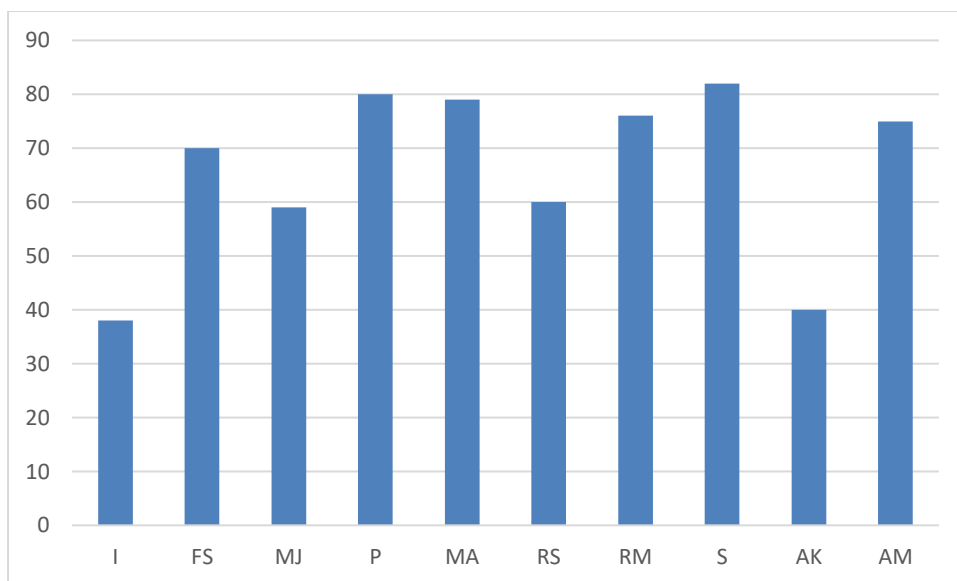


Figure 2. Data on Care for the School Environment of Students after the Service Cycle 1

The results of the instrument analysis data showed that there were 6 students in the high category, 2 in the medium category, and 2 in the low category. Based on this data, the results of cycle I have seen an increase in students' caring character for the school environment with a percentage of 60%, but it has not reached the expected target of 76%. Based on these data, it can be concluded that group guidance has not been able to improve the caring character of the school environment in students according to the expected targets. Meanwhile, data on the process of implementing group guidance through the observation sheet instrument reached a percentage of 80%. This shows that the implementation of group guidance has gone well but there are still some notes to be improved in cycle 2. The improvement has not been optimal because students have not been able to reflect on problems well, this has an effect on the thinking process, so that the ideas put forward are not yet complete. as expected in the formation of environmental character. Openness between teachers and students is an important factor in improving the character of caring for the environment. The lack of openness can hinder the development of students' caring character for the school environment (Irfianti et al., 2016).

Several notes that researchers obtained after observing the implementation of the service were (1) the relationship between researchers and students became closer and friendlier. At first, students seemed shy and reluctant to express their opinions because they had never participated in similar activities; (2) students feel happy because it is a new experience for students. Although there are some students who may be less active and tend to be quiet at the first meeting; and (3) based on the results of increasing care for the school environment for students who do not meet targets and the results of service process-oriented observations, the researcher decided to rework the service delivery plan by focusing on compiling new material, trying to increase student activity by looking at the condition of participants' readiness. students before entering the core part of the service and ask students who are less active to participate in expressing their opinions. This can happen because students are not used to following group guidance using discussion techniques. Participant activity will increase along with the quantity and habit of students in following group guidance because students become more familiar with the procedures for implementing it (Priyatno, 2016).

The activeness and cohesion of the leader and group members is the basic key to implementing group guidance. This was stated by Hartanti (2022) which states that environmental input is an important thing to pay attention to. This means that group guidance

must be carried out by creating a conducive atmosphere. Where, a friendly and warm atmosphere is part of group dynamics which is an important part of implementing group guidance. Especially considering that the use of discussion techniques is a technique that can make students proficient in social skills (Maharani et al., 2018). So researchers consider that it is important to create a friendly, close atmosphere and other abilities in the social skills of fellow group members.

After providing group guidance services using discussion techniques in the second cycle, a consistent increase in data on caring for the school environment and improvements in the service delivery process were found. This shows that providing group guidance and counseling services with discussion techniques carried out correctly can improve students' caring character for the school environment. The improvements can be seen in the following image:

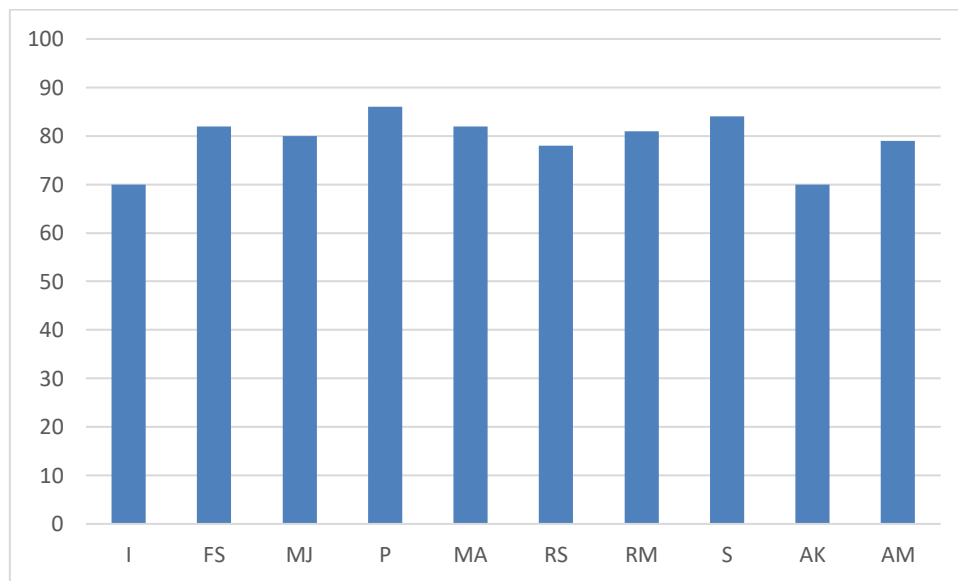


Table 3. Data on Increased Awareness of Students' School Environment after Service Cycle 2

The results of the instrument analysis showed that all students were in the high category, so there was an increase in the students' caring character for the school environment with a percentage of 100%. This data shows that guidance and counseling services can increase students' awareness of the school environment. Meanwhile, data on the process of implementing group guidance through the observation sheet instrument reached a percentage figure of 92%. This results and process oriented data shows that the implementation of guidance and counseling services is optimal and can increase students' awareness of the school environment.

Group tutoring is a method where students are given the opportunity to work together to find a solution to a problem. Each student has space to express the student's opinion in finding a solution to the problem. In this way, providing group guidance services can strengthen the character of caring for the school environment. This is in line with the findings (Öztürk & Çakıroğlu, 2021) which confirms that the implementation of group guidance using discussion techniques has a significant effect on students' awareness of the school environment. The following is a comparison of data on increasing caring character towards the pre-research school environment, cycle 1 and cycle 2:

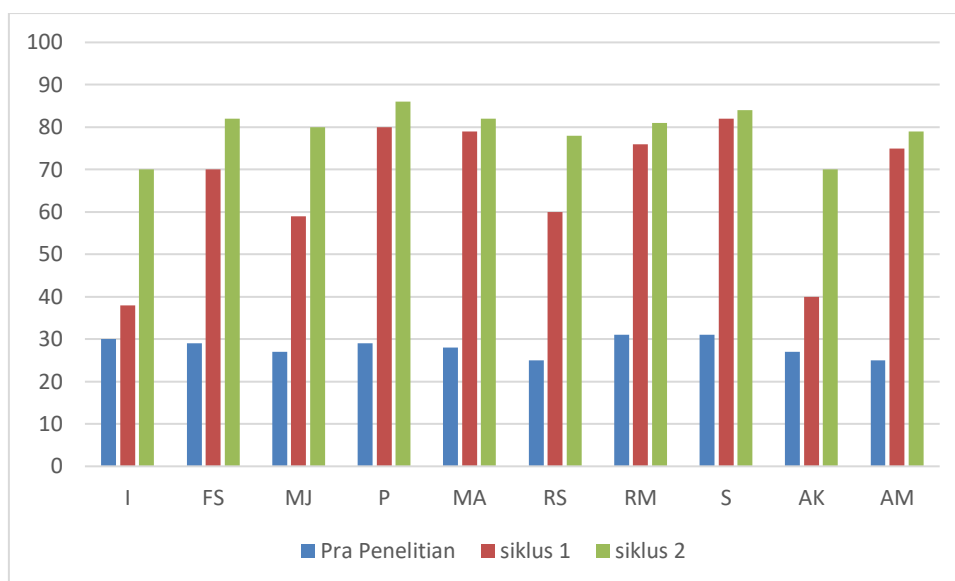


Figure 4. Comparison of Data on Increasing Caring Character for the Pre-Research School Environment, Cycle 1 and Cycle 2

This data shows that there is consistently an increase in the character of caring for the school environment in students both in cycle 1 and cycle 2. In simple terms it can be concluded that group guidance services are able to improve this character in students. Meanwhile, evaluation data oriented towards the service delivery process shows that in general the implementation of discussion technique group guidance services has consistently been carried out well in both cycle 1 and cycle 2. Data from observations shows that the percentage of the service process is at a percentage of 80% in cycle 1 and is increasing in cycle 2, namely 92%.

The key to the success of group guidance services using discussion techniques is to increase the involvement of each member by providing opportunities to speak, share experiences, learn to listen well, and provide opportunities for other members to learn to be leaders. So, this can help improve the individual development of each student in the future and increase students' ability to interact while learning. This agrees with Amri et al., (2016) states that through group guidance services, students can jointly express opinions about what they want to convey, discuss important topics, strive to develop related values, and jointly design strategies to deal with problems discussed in the group. Apart from strengthening positive relationships between group members, this also improves individual communication skills, and encourages the development of a proactive attitude to achieve desired goals as manifested in group dynamics.

Caring for the school environment can be fostered through counseling, providing information, equipping facilities and infrastructure and collaborating with parents (Mukminin, 2014). Wanabuliandari & Rahardjo, (2017) states that environmentally caring behavior carried out continuously will be able to form an environmentally caring character in students. Individuals who are stimulated by a healthy, conducive, neat, beautiful environment and always maintain the cleanliness of themselves and their surroundings will become individuals with a character who cares about the environment (Halida et al., 2023).

Fardani et al., (2014), pThe implementation of group guidance has a positive effect on caring attitudes towards the school environment. This is proven by increasing students' abilities in terms of caring for the school environment, increasing new knowledge acquired by students, as well as students' motivation to achieve a better level of performance than before. Apart from that, students are also more motivated to improve themselves and improve attitudes and behavior that were previously unsatisfactory. The tendency of students to adopt clean and

healthy living behavior is one form of student interaction at school. Attitude plays a role as experience management, so that students become homogeneous in acting to implement a clean and healthy lifestyle, especially for their own health (Arip & Emilyani, 2018). This opinion shows that interactions between students can mutually influence the emergence of behavior that cares about the school environment, such as clean and healthy living behavior. This can create a uniform attitude towards protecting the environment among all students.

Providing material regarding caring for the school environment can have a significant effect on the character of caring for the school environment in students (Jayanti et al., 2016). This is in accordance with the reflection carried out during cycle 1 where the researcher made improvements to the material which had an effect on increasing students' awareness of the school environment. Providing material can be done before starting the discussion session during group guidance.

This research provides a scientific contribution to the development of guidance and counseling services in schools. In particular, providing guidance and group services using discussion techniques is able to increase the caring character of the school environment in students. If previously several techniques such as role playing, PBL (Problem Based Learning) and field trips could improve the caring character of the school environment, then the application of discussion techniques can also be used as an action to improve the caring character of the school environment in students. This is an alternative that can be implemented by Guidance and Counseling teachers in schools.

Conclusions and Suggestions

Providing discussion technique group guidance services can increase students' awareness of the school environment. This can be seen from the results of service provision in cycle 1 which was able to increase school environmental awareness by 60% of the total number of members. After improvements were made and continued in cycle 2 the increase occurred for all students, namely 100% of students. Improvements to the process of providing group guidance services by paying attention to students' activeness in expressing opinions, initial material, and the readiness of members before starting the main group guidance session has a big influence in improving the caring character of the school environment. Discussion technique group guidance services can consistently be provided to increase school environmental awareness, discussion techniques can be applied in schools as an alternative to improve the environmentally caring character of students at school. School counselors can provide services using various techniques to increase student awareness.

References

- Amalia, N. I., Handayani, A., & Hartini, T. (2020). Pengaruh Bimbingan Kelompok Teknik Diskusi Terhadap Perencanaan Karir Siswa: The Effect Of Discussion Engineering Group Guidance On Student Career Planning. *Pedagogik: Jurnal Pendidikan*, 15(2), 19–26.
- Amri, K., Syahniar, S., & Nirwana, H. (2016). Peningkatan Kemampuan Mengemukakan Pendapat Melalui Layanan Bimbingan Kelompok. *Konselor*, 3(2), 75–81.
- Arip, M., & Emilyani, D. (2018). Strategy to improve knowledge, attitude, and skill toward clean and healthy life behaviour. *Int J Soc Sci Humanit*, 2(3), 125–135.
- Corey, G. (2015). *Theory and practice of group counseling*. USA: Cengage Learning.
- Fardani, A. S., Gunawan, I. M., & Astuti, F. H. (2014). *Pengaruh Bimbingan Kelompok Terhadap Sikap Peduli Lingkungan Sekolah Pada Siswa Kelas XI Madrasah Aliyah Nuurul Jannah Plampang Kab. Sumbawa Besar Tahun Pelajaran 2013/2014*. (Online),

- dalam (<http://lppm.ikipmataram.ac.id/wp-content/uploads/2015/04/Andika-Shasa-Fardani-Pengaruh-Bimbingan-Kelompok-Terhadap-Sikap-Peduli-Lingkungan-Sekolah-BK.pdf>).
- Gibson, R. L., & Mitchell, M. H. (2005). *Introduction to counseling and guidance*. Pearson Education.
- Gladding, S. T. (2020). *No Group Work: A Counseling Specialty (8th ed.)*. Pearson.
- Halida, H., Yuniarni, D., Astuti, I., Putri, A. A. P., Sanulita, H., & Windaniati, W. (2023). Permainan My City Cleaning Waste Recycle untuk Meningkatkan Karakter Peduli Lingkungan pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(2), 1961–1972.
- Hartanti, J. (2022). *Bimbingan Kelompok*. UD Duta Sablon.
- Irfianti, M. D., Khanafiyah, S., & Astuti, B. (2016). Perkembangan karakter peduli lingkungan melalui model experiential learning. *UPEJ Unnes Physics Education Journal*, 5(3), 72–79.
- Jayanti, A., Yakub, E., & Rosmawati, R. (2016). *Pengembangan Materi Pembentukan Nilai-nilai Karakter dalam Aspek Toleransi, Peduli Lingkungan, dan Peduli Sosial untuk Siswa Smk*. (Doctoral dissertation, Riau University).
- Kaufmann, R., & Vallade, J. I. (2022). Exploring connections in the online learning environment: student perceptions of rapport, climate, and loneliness. *Interactive Learning Environments*, 30(10), 1794–1808.
- Madjid, A. (2014). *Strategi Pembelajaran*. Bandung: Remaja Rosdakarya.
- Mafirja, S. (2018). Pengembangan Pengembangan Pendidikan Karakter Melalui Pelayanan BK di Sekolah. *Satya Widya*, 34(1), 22–30.
- Maharani, L., Masya, H., & Janah, M. (2018). Peningkatan keterampilan sosial peserta didik SMA menggunakan layanan bimbingan kelompok dengan teknik diskusi. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 5(1), 65–72.
- Mukminin, A. (2014). Strategi pembentukan karakter peduli lingkungan di sekolah adiwiyata mandiri. *Ta'dib: Jurnal Pendidikan Islam*, 19(02), 227–252.
- Murniasih, S. (2021). Peran konselor melalui bimbingan kelompok dengan problem based learning untuk peningkatan karakter peduli lingkungan siswa. *Jurnal Dedikasi Pendidikan*, 5(2), 469–482.
- Naim, N. (2012). *Character building*. Jogjakarta: Ar-Ruzz Media.
- Naziyah, S., Akhwani, A., Nafiah, N., & Hartatik, S. (2021). Implementasi Pendidikan Karakter Peduli Lingkungan di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3482–3489.
- Nida, K., & Usiono, U. (2023). Peranan Bimbingan dan Konseling Dalam Pembentukan Karakteristik Siswa. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(3), 64–72.
- Noya, M. D. A., & Salamor, J. M. (2020). Peran konselor sekolah dalam pengembangan pendidikan karakter melalui pelayanan bimbingan konseling di Sekolah. *Psikologi Konseling*, 16(1).
- Öztürk, M., & Çakıroğlu, Ü. (2021). Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills. *Smart Learning Environments*, 8(1), 2.
- Permata, S., Thahir, A., & Utami, F. P. (2020). Reality counseling with value judgement techniques to reduce bullying behavior of vocational students. *Psychology Research on Education and Social Sciences*, 1(2), 83–89.
- Pramudita, T., & Setyawati, S. P. (2023). Membangun Karakter Peduli Lingkungan Melalui Bimbingan Kelompok Dengan Metode Karya Wisata. *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 6, 595–601.
- Priyatno, T. (2016). Upaya meningkatkan pemahaman eksplorasi karir melalui layanan bimbingan kelompok dengan teknik diskusi kelompok. *Psikopedagogia*, 5(1), 49–56.

- Purwanti, D. (2017). Pendidikan karakter peduli lingkungan dan implementasinya. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 1(2).
- Rasimin, M. P., & Hamdi, M. (2021). *Bimbingan dan Konseling Kelompok*. Bumi Aksara.
- Ray, S. L., Lambie, G., & Curry, J. (2007). Building Caring Schools: Implications for Professional School Counselors. *Journal of School Counseling*, 5(14), n14.
- Romdloni, M. A. (2021). Pendidikan karakter masa pandemi covid-19 di SD. *IJPE: Indonesian Journal of Primary Education*, 5(1), 1–12.
- Setyawati, S. P. (2023). Pengembangan Karakter Peduli Lingkungan Melalui Layanan Bimbingan dan Konseling Model Joyco Learning. *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 6, 1747–1753.
- Sinaga, J. D., & Artati, K. B. (2017). Experiential learning theory (ELT)-based classical guidance model to improve responsible character. *Indonesian Journal of School Counseling*, 2(1), 14–32.
- Sulton, A., & Abadi Slamet, F. (2017). *Peran konselor dalam pendidikan nasional sebagai model dalam pembentukan karakter siswa di sekolah*. 1(1), 79–88.
- Tohirin. (2015). *Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Intelegensi)*. Jakarta: PT. Raja Grafindo.
- Trahati, M. R. (2015). Implementasi Pendidikan Karakter Peduli Lingkungan Di Sekolah Dasar Negeri Tritih Wetan 05 Jeruklegi Cilacap. *Basic Education*, 5(12).
- Wanabuliandari, S. D. A. S., & Rahardjo, S. (2017). Peningkatan perilaku peduli lingkungan dan tanggung jawab siswa melalui model ejas dengan pendekatan science edutainment. *Jurnal Ilmiah Pendidikan Dasar*, 4(1), 1–7.
- Xu, B., Chen, N.-S., & Chen, G. (2020). Effects of teacher role on student engagement in WeChat-Based online discussion learning. *Computers & Education*, 157, 103956.
- Yudrika, N. (2019). *Penerapan layanan Bimbingan Kelompok dalam Membentuk Karakter Siswa Kelas XI DI SMAN 1 Baitussalam Aceh Besar*. UIN AR-RANIRY.

