



Student Personality Development Efforts through Individual Counseling Services

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Abstract. This paper results from our research to determine the efforts to develop student personality through individual counseling services at SD Negeri 1 Watubelah. The results of the interviews show that individual counseling refers to the results of student understanding because students have different problems. The strategies applied by class teachers in individual counseling efforts by observing their students and building good relations with their students, distributing questionnaires to find out their students' problems, the competence of class teachers must be increased so that the implementation of individual counseling guidance in elementary schools is well programmed.

Keywords: Schools, Students, Questionnaires, Counseling, Personality

INTRODUCTION

According to Jammes F. Adams in (Guidance et al., Guidance counseling is a reciprocal relationship between two people or individuals where one (counselor) helps the other (counseling) so that he can better understand himself in his relationship with life problems faced that time and in the future.

Supposedly, this counseling guidance is carried out in elementary schools to serve all students, and in its service does not look at the background of its students, even though for children in school, for example, teachers are conducting counseling guidance services, we as teachers should not underestimate that students in elementary schools are still small compared to high classes because students or children have problems in themselves and has different problems.

Elementary schools must also provide individual or personality guidance because of personality counseling services to understand and develop individuals who are faithful, pious, active, creative, and physically and spiritually healthy individuals. This guidance includes the cultivation of attitudes, habits, recognition, and strength about oneself, the introduction of student's talents and interests, the introduction and coping of their development of decision-

making methods, and planning and organizing a healthy life.

Problems in students' personalities, for example, the use of gadgets at this time, have an impact on student behavior in their daily lives, such as students not wanting to learn and having difficulty socializing with the surrounding environment and problems in their environment, their families, ordinary students are very influential such as students who experience the impact of perception usually students close themselves more than teachers in their schools. Other problems are also the influence of the surrounding environment, which significantly impacts the personality of students; therefore, we as teachers in elementary schools must overcome this by conducting individual counseling guidance in order to be able to develop student personality.

METHOD

This research uses qualitative methods and uses interview instruments to obtain an overview and implementation of student personality development efforts through individual sensing services at SDN 1 Watubelah. The source of data obtained in this study is from interviews with grade 1 teachers and obtained from references and related literature.

DISCUSSION

SD Negeri 1 Watubelah Elementary School is in the sub-district, a source in Cirebon Province, West Java. At SDN 1 Watubelah, from the results of an interview with one of the class teachers, there is no counseling guidance teacher. However, special attention or student counseling is only given to the homeroom teacher who acts as a counseling teacher.

The homeroom teacher at SDN 1 Watubelah has a vital role in counseling his students at SDN 1 Watubelah; there is no special counseling guidance teacher, but his homeroom teacher plays a very important role if there are students who have problems in learning; the homeroom teacher conducts counseling for each student. The homeroom teacher carries out efforts to develop Individual counseling at SDN 1 Watubelah, where the homeroom teacher must pay attention to every student in the class.

Individual counseling guidance is essential for every student and influences progress in learning—efforts to develop individual counseling guidance at SD Negeri 1 Watubelah, where teachers observe students in class. There is no special counseling for students; it is just that the teacher here observes the development of student learning where the problems faced by each student are different, such as problems in the family environment, school environment, and where students often play gadgets.

As in an interview with the homeroom teacher of grade 1 at SDN 1 Watubelah, students who have problems will behave differently; for example, problems in the family environment due to their parents divorcing, students in the class will be moody themselves or feel different from their peers and not as active as their classmates. Moreover, in individual counseling efforts, homeroom teachers only invite them to play with their friends, such as telling their friends to play together, and sometimes the homeroom teacher calls children who have problems at recess and the homeroom teacher conducts individual counseling to students so that students tell them about the problems they face.

At SDN 1, homeroom teachers play an essential role for students in this individual counseling effort, such as homeroom teachers providing time for students to tell that homeroom teachers listen well to their students' problems. Homeroom teachers give attention and understanding motivation to their students that the problems that occur in SDN 1 students, such as the influence of mobile phones on learning and in the environment, are very influential on students, such as children being lazy to learn, imitating bad words on social media because of the influence of mobile phones and the lack of attention of both parents because their parents are too busy working so let their children continue to play cellphones.

According to Ahmadi and Supriyono (2004: 79) the factors causing student learning difficulties include internal factors and external factors, the following will be described further:

- a. Internal Factors, such as; Illness, unhealth, disability, intelligence, talents, interests, motivation, mental health, and learning type of child.
- b. External Factors, including;
 - 1) Family factors: how to educate children, children's parent relationships, examples or guidance from parents, home/family atmosphere, family economic conditions whether the economy is poor or too rich.
 - 2) School factors: teachers, equipment factors, building conditions, curriculum, school time and lack of discipline.
 - 3) Mass media factors and social environment: cinema, TV, magazines, comics, social friends, neighborhoods, activities in the community and so on.

Individual counseling is essential for students, but there needs to be more teachers in elementary schools who are dedicated to counseling guidance for their students, even at SDN 1 Watubelah. Moreover, there are so many students that sometimes even the homeroom teacher is sullit enough to pay attention to his students individually. However, at SDN 1 Watubelah,

counseling is only held by the homeroom teacher, and counseling is only for students with problems. The role of parents is also vital for their children; AT SDN 1 Watubelah, sometimes some parents ask the homeroom teacher about their child's development in learning at school, but some parents do not pay attention to their children at all in learning in class.

Efforts to develop students' personalities through individual counseling services at SDN 1 Watubelah:

- 1) Build good relationships with students,
- 2) Set meeting times in counseling services,
- 3) Disseminate questionnaires to find out the problems faced by students,
- 4) Narrating inspirational experiences (teachers) to students,
- 5) Insert moral feelings in learning
- 6) Be a good listener to students.

CONCLUSION

Elementary schools must also provide individual or personality guidance because of personality counseling services to understand and develop individuals who are faithful, pious, active, creative, and physically and spiritually healthy individuals. In individual counseling efforts, homeroom teachers only invite them to play with their friends, such as telling their friends to play together, and sometimes the homeroom teacher calls children who have problems at recess, and the homeroom teacher conducts individual counseling students so that students tell them about the problems they face.

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