

Assessing Outcomes and Effectiveness of Character Education Model Based on Classroom Guidance Services in Junior High Schools

Gendon Barus*)

¹²³ Universiti Sanata Dharma

*) Corresponding author, ✉ e-mail: bardon.usd@gmail.com

Abstract

The aim of this study is to measure the gain and effectiveness of the character education model based on classroom guidance service in several junior high schools in Indonesia. This research was designed by adopting the research and development model. The research stage began with preliminary research to construct conceptual maps for hypothetical model design that developed, supporting instrument design, and initial draft of Character Education Module for junior high school Volume 1, 2 and 3. Limited product implementation trials were conducted on nine junior high schools nationwide across Indonesia. Implementation testing (limited) models showed encouraging results. From the analysis for the implementation of this model, there is an increase in character education outcomes between pre-and posttest on those nine junior high schools, and both teachers and students in the nine schools assessed that this model is much more effective than the integrated character education model.

Keywords: character education, classroom guidance services, experiential learning

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Introduction

This research is a part of product implementation trials in order to produce a character education model for junior high school that more effective by optimizing the school counselors role through classroom guidance services with experiential learning approach. Collaboration of subject teachers with counselors or guidance and counseling teachers in optimizing the implementation and outcome of character education in junior high schools throughout the country are a necessity and increasingly urgent. Through the guidance and counseling service, it is expected that schools can integrate intellectual education and values /character education more balanced (Rayburn, 2004), so that the students' psychosocial needs to ensure the smoothness of their development tasks in a more comprehensive, harmonious and whole can be served better.

The problem is, particularly in the context of integrated character education in junior high schools that the operations are charged to subject teachers; do teachers have explicitly characterized the content of characters into their learning? The virtue of this research lies in optimizing the role of counselors to

collaborate with subject teachers in developing and implementing character education in junior high school explicitly.

The Indonesian Ministry of National Education has developed a grand design of character education for every step, level, and type of educational unit. The grand design becomes the conceptual and operational reference of development, implementation, and assessment on every level of education. Configuration of characters within the context of psychological and socio-cultural totality processes is grouped into: spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development. At the junior high school level, character education development is handled by the national education ministry directorate of junior high school development (2010). Implementation of character education in junior high school is expected that students are able to improve and use their knowledge, review and internalize, and personalize the values of character and noble character so it can be embodied in everyday behavior.

The problem is that character education in schools, especially in junior high schools throughout the country has only touched on the recognition level of norms or values, and not yet at the level of internalization and real action in everyday life (Suyanto, 2011). The seeds of the implementation failure of character education in junior high school can be shown, among others, increased mischief, acts of crime, as well as the deterioration of values and morals that occur among adolescents. Data from National Narcotics Agency states that 50-60% of drug users in Indonesia are teenagers, i.e. students. Total number of drug users based on that research is as much as 3.8-4.2 million. Not only the drug-abuse case, student brawl also seemed to be an inseparable part of the behavior of juvenile delinquency students this year. From the National Committee of Children Protection data, the total of student brawls has shown an increase in the first six months of 2012 until June. In the data, it is recorded 139 cases of the brawl in the Jakarta, and 12 cases of them have caused death. Data from a year earlier, i.e. in 2011, revealed that there have been 339 cases of the brawl which caused 82 children died (Adriansah, A., 2012).

The case of delinquency and moral /value decline in adolescents does not stop only in cases of drug abuse and student brawl alone. Zoy Amirin, an expert on sexual psychology at the University of Indonesia (UI), cited the sexual behavior survey of 2011, the survey data shows that 64% of young people in big cities in Indonesia "learn" sex through pirated porn movies or videos. From the same survey results, it showed data that 39% of teenager respondents aged 15-19 years claimed to have had sexual intercourse. In 2007 recorded 500 types of original local pornographic video production in Indonesia. In 2010 the number jumped to 800 cases. The most alarming fact of the above phenomenon is the fact that about 90% of the video, the cast is students. Base line survey conducted by BKKBN LDFE UI (2000) regarding the case of abortion, it is said that in Indonesia there are 2.4 million cases of abortion per year and about 20% (700-800 thousand) done by adolescents. A study also reveals the facts, that the increasing number of children and adolescents in Indonesia trapped in the prostitution world in the last four years. The study data shows about 150,000 children under the age of 18 become sex workers (Adriansah, A., 2012).

Based on the above phenomenon, it is an urgent need to do a comprehensive evaluation of the character education implementation, obstacles, and effectiveness that has been going on with an integrated system in junior high school since 2010. Character education issues within the junior high school need to be examined immediately, and need to search for alternative solutions, and need to develop an implementation model in a more operational and effective way to make it easy to implement in schools. Schools that have been successful in carrying out character education can be used as the best practices model for other schools.

The problem that was solved through the multi-year stages of this study was formulated specifically as follows: 1) What facts are found in the implementation of character education, which integrated with the teaching-learning process in several junior high schools in Indonesia?; 2) Are there any improvements of the gain in the implementation of the character education model based on the classroom guidance in several junior high schools in Indonesia?; 3) How effective is the implementation of the character education model based on the classroom guidance developed through this research?

The Government Regulation No. 17 (2010) in article, 17 paragraphs (3) state that primary education, including junior high school has aims to build a foundation for the student's potential development to

become human beings who (1) believe in and fear The God Almighty; (2) have noble character, and noble personality; (3) are knowledgeable, competent, critical, creative, and innovative; (4) are healthy, independent, and confident; (5) are tolerant, socially sensitive, democratic, and responsible. Based on this, clearly the purpose of education on every level, including junior high school is closely related to the students' character formation.

When closely examined, there is a mutual link between character education goals and the guidance and counseling services goals in schools. Given that guidance is an integral part of education, then the purpose of guidance is also an integral part of the national education goals as well as the goals of primary education (elementary and junior high school). The purpose of guidance and counseling services focuses on developing the child's life values as a person, at least including the efforts to: (1) strengthen the foundation of faith and devotion to God Almighty, (2) familiarize oneself with good behavior, (3) providing basic knowledge and skills, (4) maintaining physical and spiritual health, (5) coaching the awareness of cultured learning and exercising skills for skilled learning, and (6) forming a solid and independent personality. Development as a community member includes efforts to: (1) strengthen awareness of religious life and religious tolerance in society, (2) develop sense of responsibility in the environment, and (3) provide the basic knowledge and skills necessary to participate in community. Development as a citizen includes efforts to: (1) develop the attention and knowledge of rights and obligations as citizens of Republic of Indonesia, (2) teach a sense of responsibility towards the nation and state development, (3) provide the basic knowledge and skills necessary to play a role in the life of nation and state. Development as a human being includes efforts to: (1) increase self-esteem as an independent and sovereign nation, (2) raise awareness about human rights, (3) give understanding of world order, (4) raise awareness of the importance of friendship among nations, 5) prepare students to master the curriculum contents (Ahman, 1998).

Guidance and counseling services are an integral part of the national education system, the guidance and counseling orientation. Purpose and implementation are also part of the orientation, purpose and implementation of character education. Guidance and counseling programs in schools are a core part of character education that is implemented with various service strategies in an effort to develop the students potential to achieve independence, with the required character that is needed in present and future.

Guidance and counseling work is value-based work, normative ethical services, and not value-free services. A counselor needs to understand the true nature of humanity and its development as a conscious being of value and its development toward normative-ethical direction. A counselor must understand the development of values, but a counselor should not impose his values on the counselee (students who are served), and should not make themselves to be imitated by the counselee, but facilitate the counselee to find the meaning of his or her life value (Sunaryo, in Wangid, 2010). Character education materials in the guidance and counseling service may, among others, include: (1) healthy sexual behavior; (2) knowledge about character; (3) understanding the social morals; (4) problem-solving skills (5) emotional competence; (6) relationship with others; (7) feelings of attachment to school; (8) academic achievement; (9) communication competence; and (10) attitudes toward teachers (Berkowitz, Battistich, and Bier in Wangid, 2010).

Character education strategies through guidance and counseling services can be done through: (1) guidance curriculum; (2) responsive services; (3) individual planning; and (4) system support. The basic service guidance strategy is an entry point for character education channeling through the classical guidance process and activity to meet the students' needs of character values establishing. Interactive routine/scheduled encounter in the classroom between counselor and students is needed in which the opportunity is very useful to provide preventive and self-development services. The presence of a counselor cannot be reduced merely just to implement counseling services for students with problems (Gysbers, 2004; Gysbers and Henderson, 2000; Sink and Stroh, 2003;

There are four approaches in guidance, namely (a) crisis, (b) remedial, (c) preventive, (d) development approach (Muro & Kottman, 1995). The developmental approach is a more up-to-date and more proactive than the other three approaches. Counselors who use this approach can move from the understanding of the students' needs in the form of competencies or skills, ability, and special experiences that students need to achieve success in school, carry out development tasks, and gain skills in managing life, life skill and soft skills (Myrick, 1989). Various techniques can be used in this approach, such as life asset value's

education, value clarification, experiential learning, information exchange, role play, training, tutorials, group dynamics, and group counseling (Barus & Sri Hastuti, 2011). In the developmental approach, the skills and learning experiences that the students need will be formulated into a guidance curriculum that the delivery is channeled through classroom guidance activities.

Classroom guidance services that are conducted inside or outside the classroom are generally carried out in a series of experiential learning activities with procedures: introduction/instruction → group dynamics/group process → experience reflection → experience sharing → formulation of intention (I statement) to change/self-improvement. This procedure goal is to develop socio-psychological dimensions, life skills, value clarification, and changes in individual behaviors in groups (Barus, 2008, Barus, 2010).

The process of classroom guidance or group counseling services has particular features in the approach, method, and delivery strategy. In the classroom guidance service, the experiential learning approach is emphasized, since guidance services are more prominent in affection (value, attitude), behavior, and character values terms. In classroom guidance services, students' activity is expected to be more processed, active, reflective, and dynamic-group process or group dynamic principles (Barus, 2011). In the classroom guidance service for junior high school students, the emphasis of the results is more on the attitude change, independent behavior, character values, and life skills aspects that support the successful study and successful socialization (self-adjusting).

In contrast with the subjects instructional activities that generally emphasize the didactic procedures that result in cognitive development, the implementation of character education through group/classroom guidance services emphasizes the use of experiential learning approaches, such as group dynamic techniques or other group activities. The cultivation of character values through classical guidance activities using group dynamics techniques can foster positive forces for the group's activities participants, such as: feelings of security, hope of gaining something useful, openness, mutual interest, understanding, mutual acceptance, honesty, empathy, and purposeful direction. The therapeutic power contained in the group's dynamic forces can produce changes in oneself, in attitude, and in behavior.

One strategy of classroom guidance services is experiential learning. Kolb (1984) said: "experiential learning: experience as the source of learning and development". Experiential learning model is a teaching and learning process model that enables students to gain knowledge and skills through their experience directly. In this case, experiential learning uses experience as a catalyst to help students develop their capacities and abilities in the learning process.

Experiential learning can be defined as an action to achieve something based on experiences that are constantly changing in order to improve the effectiveness of the learning outcomes themselves. The purpose of this model is to influence students in three ways, namely (a) changing the cognitive structure of students, (b) changing student attitudes, and (c) expanding existing student skills. The three elements are interconnected and effect as a whole, not separated, because if one element does not exist, the other two elements will not be effective (Kolb in Baharudin and Esa, 2007).

Experiential learning emphasizes the strong desire within the student to succeed in learning. Motivation is also based on the goals to be achieved and the chosen learning model. The desire to succeed can increase student responsibility for their learning behavior and they will feel able to control the behavior. Experiential learning refers to meet the students' needs and desires. The quality of experiential learning includes: students' personal involvement, initiative, evaluation by students themselves and the effects that imprint on students.

Experiential learning is a process in which students construct or craft the knowledge of skills and values from direct experience. The basic principles of experiential learning are as follows: (a) real experience stage, (b) reflection observation stage, (c) conceptualization stage, and (d) implementation stage. According to Supratiknya (2011: 77), there are two core activities that are commonly practiced at various stages of learning process in the experiential learning cycle namely: (a) reflection. Reflection is an activity of reflecting or re-preserving in the minds of various experiences that have occurred to find deeper meaning and value. Correct reflection will help the individual achieve insight, which captures the deeper understanding of life meaning and values, and encourages the emergence of resolution to act to bring out a

deeper understanding and value of life in everyday life; (b) sharing. Sharing is an activity of sharing thoughts and or feelings that arise as a result of reflection, to others in common activities. In sharing or sharing reflection results, each student listens to each other, helps each other to grasp the deeper life experience's meaning and value, and reinforce each other.

Prayitno et al (1998: 90) asserted that the provision of quality group counseling or counseling services through the effective implementation of group dynamic activities is characterized by the presence of a healthy psychiatric atmosphere among service participants, increased spontaneity, the occurrence of positive feelings (e.g. happy, content, relax, pleasure, satisfaction, pride), increasing interest or passion to be more involved in the process of activities, enabling catharsis, as well as increased knowledge and social skills.

Method

The model development procedure adopted in this R & D study follows the R & D procedures (Borg and Gall 1983: 774-787) in the corridors of the 4-D Model (Thiagarajan, Semmel, and Semmel, 1974) as illustrated in the following visualization.

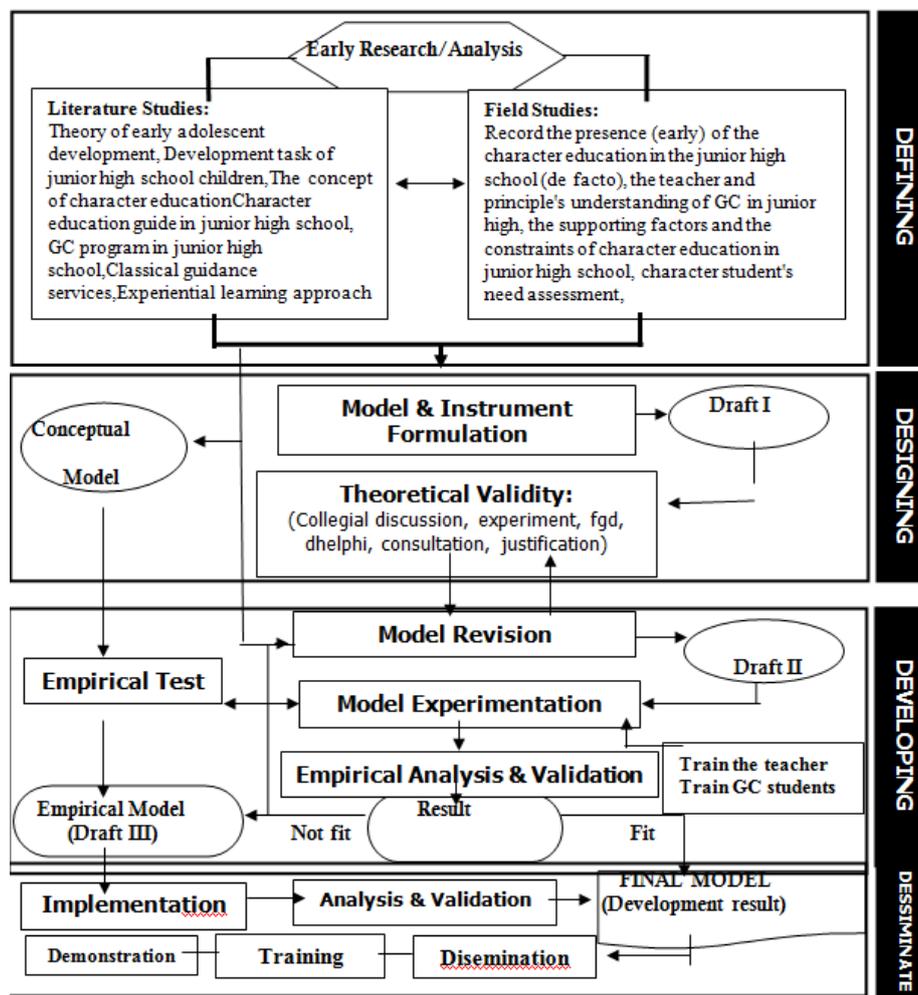


Figure 1. Character Education Model Development Procedure Scheme in Junior High School

Information:
 ◊ = early preparation □ = activity process → = next step
 ○ = activity result ⊖ = result (terminator) ▭ = final document

The research results preliminary study and effectiveness test implementation (limited) model are communicated in this paper.

In the preliminary investigation phase, a preliminary study was conducted, both literature studies and field studies to establish the conceptual framework underlying this research. Meanwhile, in the validation testing phase (limited) test, evaluation, and revision (test, evaluation, and revision) were performed. In this phase, there have been instruments and tool's trials of character education models or modules developed (at nine junior high schools nationwide) with a purpose to know how far the model instruments and tools can be applied in the implementation of character education in junior high schools in national samples. In this phase, expertise judgment and practitioners have been involved in the instrument quality and effectiveness of the model. Principals, counselor, and some subject teachers (29 teachers) were involved in the simulation, but previously, they have been trained.

Trial (limited) of the model implementation was designed with quantitative approach based on model instrument usage data and model implementation results through action research (Hayes, Paisley, Phelps, Pearson, & Salter, 1997; Rowell, 2005). In this case, the research team collaborated with partners (principals, counselor, and related subject teachers). Quantitative approaches were used to collect and analyze the process and result's data assessment of the model implementation. For this purpose, the study applied various data collection techniques, such as student, teachers, principals' opinion surveys; questionnaires, self-assessment scales, and tests.

The limited implementation stage of this developed model is placed in 9 junior high schools spread in various cities in Indonesia, namely 1) SMP Xaverius, Gisting, Lampung; 2) SMP Negeri 31 Purworejo; 3) SMP Negeri 4 Wates, Kulon Progo, DI Yogyakarta, 4) SMP Negeri 13 Yogyakarta, 5) SMP Stella Duce 2 Yogyakarta; 6) SMP Kanisius Kalasan, Sleman; 7) SMP Negeri 6 Surakarta, Central Java, 8) SMP Catholic Santa Maria II Malang, East Java; and 9) SMP Negeri 9 Singkawang, West Kalimantan. The participants of the model implementation also called as the subject of this research consist of: Principal, counselor, subject teachers with certain character values, and students of junior high school class VII and / or VIII (9 classes) N = 288 students. To measure the effectiveness of the process and the characters educationa outcomes and the effectiveness of the character education model developed, a quantitative analysis is applied. Improvement of character education outcomes in schools which use the pretest-postest one-group design (Valadez and Bamberger, 1994: 236).

Table 1. Categorizing Criteria of Character Education Outcomes Achievement

Score Criteria	Category
< 1,0	Bad
1,1-1,9	Not God
2,0-2,9	Quite God
≥ 3,0	God

Implementation of the model begins with preparation activities, including: (a) Preparation of classical guidance module with character value; (b) Preparation of implementation activities proposal; (c) Socialization of implementation model plan to 9 junior high school principal; (d) Training for students as implementation activities facilitators; (e) Preparation of character education tests instruments, self-assessment scale, inventory on model validation and effectiveness by teachers and students; (f) Preparation of guidance implementation materials.

Results and Discussions

Preliminary research results showed: a) There are a diversity of ways/strategies and different variations of channels in the character education implementation at different junior high school. In this limited study, the idea's variation and action strategy undertaken by private schools in the character education implementation is richer and diverse than state/public schools; b) Some of the obstacles identified in the implementation of character education in junior high schools in 5 (five) cities in Indonesia are (1) Character Education Guidelines from the Government (Directorate of Junior High School Development, 2010) was not operational; (2) The character values imbedding that is integrated through learning was still just a patch in lesson plan, beautiful in planning but poor in action, the teachers admitted that it was difficult to apply it, did not know the proper way/strategy in the delivery of character values included in the lesson plan except for giving advice and preached while giving moral messages (stop at the level of cognitive recognition); (3) There was no tool and means of evaluation to measure the character attainment; and (4) The commitment and consistency of teachers in keeping the character's goal was not always the same, tend to be fragile; and not yet created a good collaboration between teachers and counselors in the character education implementation; (c) Judging from the results, the implementation of integrated character education in junior high school, the effectiveness, had not been encouraging. The empirical evaluative findings showed that 36.4% of the 653 junior high-school students in the five cities studied are still in the less favorable category, and some of them are poor in achieving their character scores. Only 12.3% of the 653 students entered the category with a score of ≥ 7 on the stanine scale; (d) Identified 25 out of 50 items of character value statements (from measurement scale of educational outcome of character) that achievement scoreless good and five item of them even in bad category. The spirit of entrepreneurship, independence, curiosity, obedience to social rules, and appreciate the work/achievement of others are identified as five values of characters whose achievements are still poor, both in the seventh and eighth-grade students; (e) There was a tendency that the achievement score of character education outcomes better in 7th grade students than in 8th grade students, both on average score achievement and the character value number. Grade 7th students who achieve good character scores are almost twice than grade 8th students, whereas grade 8th students who score poorly on not good and bad categories are twice than grade 7th students; (f) Found 23 topics of character values required by students, teachers, and parents with a 1-23 priority scale rating. Topic of the character value needs with the highest ranking of five was (1) More diligent practice of religion adopted; (2) Respect for diversity; (3) Improving self-confidence (4) Understanding the strength and weakness of self; and (5) Being clean, healthy, fit, safe, and using spare time in the good way.

The limited implementation of the character education model developed through this study showed the following results.

1. Character education outcome through implementation of character education model based on classroom guidance service with experiential learning approach at nine junior high schools that is depicted as follows:

Table 2. Character Education Results (Pre-Post Test) at nine Junior High School

School Name	Average Score with 1-4 Scale			
	Pretest	Posttest	Score Improvement	%
Smpk St.Maria Malang	2,88	2,96	0,08	2,6
Smp N 31 Purworejo	3,46	3,51	0,05	1,5
Smpkanisius Kalasan	3,34	3,52	0,19	5,6
Smp N 13 Yogyakarta	3,31	3,4	0,09	2,6
Smp N 9 Singkawang	2,28	3,45	1,18	51,8
Smp N 4 Wates	3,27	3,43	0,16	4,9
Smp N 6 Surakarta	3,31	3,47	0,16	4,97
Smp Stella Duce 2 Yogya	3,22	3,25	0,08	1,1
Smp Xaverus Lampung	2,88	2,96	0,08	2,7

Table data shows that there is an increase in the average score of students' characters education outcomes in the nine schools that participate in the character education model implementation. Can be seen in SMP Negeri 9 Singkawang, even there is an extreme increase. The extreme value can be explained as a result spike because the starting value was very low compared to the average pretest value in the other eight schools. In contrast, the small value-added character education results in most schools can be explained as the top ceiling phenomenon effect of the starting point (pretest). Short time (duration) implementation can also be the cause of low value added. However, it should be admitted that the fact of the average score increase in all schools can be explained as an indication of the effectiveness of implementation the Character Education Model Based on Classroom Guidance Service with the Experiential Learning Approach developed in this study.

2. Validation of model effectiveness according to implementation partner model (principals, counselors, subject teachers)

Scale of model effectiveness assessment was presented to 29 teachers (principals, counselors, and subject teachers) that became partners in the implementation of this character education model. They were asked to assess the quality of the model components and were asked to consider whether the model was more effective than the integrated character education system that they had been implementing in their learning. On a prepared rating scale, there were 39 point statements of model effectiveness characteristics. Participants are asked to tick the - sign- - - to declare a little less, very least, or ugly or a +; + +; + + + as a sign for slightly better, better or better on each statement. The result is:

Table 3. Teacher's Assessment Score on Model Effectiveness (N = 29 teachers)

NO	Aspects of Classroom Guidance Services Based	Score Scale
	Character Education Models	1-3
1	More operational design/plan	2,3***
2	Comprehensiveness/completeness component	2,5***
3	Easiness in implementation/application	2,4***
4	Practicality in implementation	2,3***
5	Systematic/orderly steps	2,3***
6	Effectivity of goals achievement	2,3***
7	Meet the students' need	2,4***
8	Meet the students' characteristic	2,5***
9	Meet the students' development level	2,7***
10	Meet the character value that is given	2,6***
11	Attractiveness for students	2,6***
12	Easy for students to follow the activity	2,4***
13	Benefits for students' character improvement	2,5***
14	Easy for students to grasp the material given	2,6***
15	Strength in repairing the students' character	2,2***
16	Accuracy of character embedding strategy/method	1,9**
17	Alignment with local wisdom	1,6**
18	Easiness in evaluating the process	1,9**
19	Easiness in result achievement assessment	1,9**
20	Grow the students' enthusiasm/impression	2,5***
21	Motivate students to be actively engage	2,7***
22	Grow the students' creativity/initiative	2,6***
23	Bring out students' courage to appear	2,4***
24	Embodied the students' respect toward teachers/friends	2,3***
25	Student courage improvement on taking responsibility	2,5***

26	Students appreciation towards teachers/friends	2,3***
27	Teamwork improvement	2,4***
28	Strengthen the friendship/brotherhood	2,2***
29	Norm/rules/instruction obedience	2,2***
30	Motivate students' fighting spirit (strive / struggle)	2,3***
31	Build solidarity/awareness	2,4***
32	The students' excitement in following the activities	2,6***
33	Increase student curiosity	2,2***
34	Encourage students to argue/respond	2,4***
35	Increased students' awareness to improve themselves	2,0***
36	Encourage students to reflect	2,1***
37	Make the teacher – student relationship familiar/warm/close	2,4***
38	Overcome student's negative / trouble behavior	1,9**
39	Awaken the students sincerity to help	1,9**

Category Criteria:

* < 1,0 = slightly better ** 1,1 – 1,9 = better *** = much better

The data illustrates that the teachers, a participant of this model implementation, judged that almost all (33 of 39 points) of their model effectiveness statements admitted to being much better. It means, practitioners saw that this model is far more effective than integrated character education.

3. Validation of model effectiveness according to student/participant’s appraisal (N = 288)

At the end of the model implementation activity, the students who participate were presented the scale of the model effectiveness assessment. They are asked to assess the process of character guidance services and asked to consider whether this model provides them with better, more useful experiences, feeling positive results or else. The result is:

Table 4. Student ratings on Model Effectiveness (N = 288)

No	In this character guidance activity, I experience/ gain/ feel:	YES (%)
1	Spirit to follow the activities	95,1
2	Courage to appear / do something	87,2
3	Excited/happy in carrying out activities	94,8
4	Dare to make opinion	84,4
5	More creative	82,6
6	Dare to try doing something	90,3
7	Afraid to make mistake in doing the games	28,8
8	Ashamed to do group games	21,5
9	Appreciate by peer	81,3
10	Interested to follow all activities	80,6
11	Easiness for students to follow activity	82,6
12	Benefits for behavioral improvement	96,5
13	Convenience for students in capturing material	87,5
14	The desire to help others	96,5
15	Satisfied with the guidance given	85,1
16	Challenged to try	81,9
17	Tired / worn-out / bored in following all activities	34,4
18	Impressed with the activities that followed	92,7
19	Encouraged to be actively involved	93,8
20	Dare to be responsible	96,2
21	Appreciate friends	99,0
22	Willingness to work together / teamwork	95,5
23	Strengthen the sense of brotherhood / friendship	96,2
24	Obedience to the norms / rules / instructions	93,8
25	Motivate students to strive / struggle/ have fighting spirit	95,1
26	Build awareness / solidarity	97,2

27	Increased student curiosity	90,3
28	Increased students' awareness to improve themselves	95,5
29	Encourage students to be more discipline	94,8
30	Make the teacher - student relationship familiar/warm/close	86,1

Description: Items 7, 8, and 17 are negative statements

By looking over the data in table 4 it seems very convincing that most of the students (90.83%) who participated in the character guidance activities using the model corridors developed in this study rated this model as being very effective. Through this model, more than 95% students claim to feel able to appreciate friends, more enthusiasts to follow activities, build awareness/solidarity, increase awareness to improve themselves, dare to be more responsible, cultivate a sense of brotherhood/friendship, nurture the willingness to cooperate/team work, cultivating the desire to help others, even they recognize the character guidance activities of this model is very beneficial for behavioral improvement.

Conclusions

The conclusions that can be drawn from the results of this study are as follows:

1. There has been an increase in the character education outcomes achievement in nine junior high schools in different cities that involved as participants in limited implementation of Character Education Model Based on Classroom Guidance Services in Junior High School with Experiential Learning Approach. Increased average score of moving result's achievement from 1.1% to 51%. The implementation of this model has been able to transform the average character score from the lowest of 2.28 to the highest of 3.52 on the 4th scale (Stanford).
2. The teachers (29 individual) that involved as the implementation participants and the effectiveness validate of this model, considered that almost all (33 of 39 points) of this model effectiveness statement recognized as being much better. That is, practitioners (teachers) view that the character education model developed through this research is much more effective than the integrated character education.
3. Almost all students (90.83%) who participated in character guidance activities using the corridor of this model were very convincingly judged that this model was very

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