The Implementation of Educational Information Guidance to Internalizes Characters Value in Bimbingan dan Konsultasi Belajar (*Study Guidance and Consultation*) Nurul Fikri Padang

1st **Rahmi Juwita**
Dep. of Social Sciences Education,
Postgraduate Program,
Universitas Negeri Padang, Padang, Indonesia
rahmijuwita@student.unp.ac.id

2nd**Afriva Khaidir***
Dep. of Social Sciences Education,
Postgraduate Program,
Universitas Negeri Padang, Padang, Indonesia
af.khaidir@fis.unp.ac.id

Abstract—**Educational Information Guidance (EIG) is one of the subjects in Nurul Fikri that distinguishes it from another tutoring. This study tried to see the performance of educational information guidance subjects in the internalizes of character values in students of Study Guidance and Consultation (Bimbingan dan Konsultasi Belajar-BKB) Nurul Fikri Padang. The approach used in this study is a qualitative approach to the type of case study. Data collection is done by observation, interviews and documentation. The data analysis technique used in this study is as stated by Milles and A. Huberman which consists of several stages, namely data reduction, data presentation and conclusion drawing. The performance of EIG in the implementation of character education, namely (1) Muslim Personality Development as Know God, Get to know the Apostle, Get to know Islam *(Al-Islam)*, Getting to know the nature of self and the nature of life and Professional in charity*(Al-Ihsan)* (2) Providing insight and knowledge to pursue career paths, and (3) Motivate students to behave conformity.**

Keywords—*Performance,   Education Information Guidance, NurulFikri*

I. INTRODUCTION

Education is a media for transmitting and transforming culture so that it continues to develop. The transfer of culture has existed for a long time, such as ancient literature filled with examples of the use of old stories that were compiled to teach policies, ideals and cultural values [1]. Education in Indonesia is currently busy promoting education character. Character is the nation's main capital to create a nation that is safe and orderly. Community characteristics that oppose the delay of local wisdom are the great capital of the Indonesian nation in competition between nations [2]. Character education is carried out by several agents including formal institutions, such as schools. In addition, character education is also applied in informal institutions, namely families. Besides, non-formal institutions also play a role in instilling character, namely community and non-government institutions, such as tutoring.

Character education is a deliberate effort to help someone so that he can understand, pay attention, and live the core ethical values. And broader character education is a deliberate (conscious) effort to manifest virtue, that is, good quality of humanity objectively, not only good for individuals but also good for society as a whole [3]. Character education is never-ending process, which results in continuous quality improvement, addressed at the realization of human images of the future and originating in national cultural values [4]. Character education grows and develops in students through the process of socialization and internalization. It means that character education does not happen instantly but through the role of socialization agents in the management of values and norms. Good

socialization will create a good habit, this is what is called character.

Along with the increasing technology, the need for intelligent humans is increasing. There are several schools and parents who want their children to be smart and superior. But they ignore character education, students are required to be smart in all fields so that students choose to imitate and do cheating to their friends. In addition, there are still many phenomena of playing gadgets, watching videos or Korean dramas among students. It means that students have not used their time maximally for positive things. Therefore, character education is needed in every learning process.

One of the non-formal institutions, namely the Nurul Fikri Guidance and Consultation (*Bimbingan dan Konsultasi Belajar Nurul Fikri*/ BKB NF), tries to raise character values to their students. NF students who come from different school cultural backgrounds cause hetero geneous students. It means that in a class there are so many students with various types of learning and character. This non-uniformity makes the teachers difficult to deliver the material in class and not all students have the same level in understanding the lesson. This also becomes a problem for NF in the learning process and it causes the students just focus on their activities.

Nurul Fikri Guidance and Consultationis one of the non-formal educational institutions under the auspices of the Nurul Fikri Foundation. BKB NF is one of the tutoring institutions spread in various regions of Indonesia which has the characteristics of character education. BKB NF was pioneered since 1985 by a group of students and Muslim scholars from the University of Indonesia who had high concern for the condition of the people at that time. They then exchange ideas to find a form of real charity that can be donated. The idea arose to organize an activity that was in accordance with their potential, which was to create a tutoring institution.

In Sumatra, Nurul Fikri began operating in January 2003, located at Belakang Olo number 40 and given the first name of the Local Bimbel,

namely as a bimbel which was only established for students to increase their knowledge by individuals without the aim of selection to enter State Universities or the preparation of SNMPTN. The first founder, Mr. Novrizon et al, found out that there was information about Nurul Fikri's advertisement in Jakarta which opened a branch office for all regions in Indonesia. So Bimbel Nurul Fikri stood in Padang City as a Non-Formal education and had a great influence on the impact of education in Padang.

The uniqueness of Nurul Fikri compared to other Learning Guidance is, there is moral guidance, motivation and Islamic education for students, so students will be intellectually and spiritually intelligent. And students are given the material on how to learn effectively and efficiently with the latest learning skills. All these things were obtained by Nurul Fikri students during the EIG (Educational Information Guidance) lesson.

Educational Information Guidance (EIG) is one of the subjects in BKB NF Padang. EIG is very supportive in instilling character values for students because the material contains virtues and ethics. EIG instructors not only deliver material such as religious learning but also do counseling about students' interests and departments that students want to go to. EIG is managed by a number of Psychology graduates and is supported by teaching staff from the social sciences.

Based on the presentation of an NF senior lecturer in social studies/history, who had taught from the beginning of the Padang NF, namely Desiwati, who talked with the parents of one of the NF students, he stated that his son had been diligent in dhuha prayer since NF. This is the reason for the writer to conduct research at BKB NF because BKB NF is one of the tutoring institutions that have the characteristics of character education based on Islam.

Globally, a similar study was conducted by [5] about Insert Religious Model in the Construction Character of Care for the Environment to the Study of Geography in Padang City – Indonesia. Next, Muhammad

Aliman research (2017) discusses the integration of Minangkabau Local Wisdom Values in River Conservation through Geographic Learning. Another research is a dissertation by Tutuk Ningsih [6] about the implementation of character education in SMP Negeri 8 and SMP Negeri 9 Purwokerto. In addition, a study by Ilviatun Navisah [7] about character education in the family.

However, the Integration of character values is more widely applied in formal and informal institutions, but the integration of character values has not been done as much in non-formal institutions as did the BKB NF Padang.Therefore the focus of this research is *"How is the Performance of Educational Information Guidance in Cultivating Character Values in the BKB Nurul Fikri Padang Tutoring and Consultation Institute?"*

Based on the basic assumptions of the functional structural theory of society is a social system consisting of important parts or elements that are interrelated and united in achieving balance. So that changes that occur in one section will also bring changes to other parts. Merton puts more emphasis on the function of a system, that is, every structure in the functional social system against other structures. Conversely, if it is not functional, then the structure will not exist or will disappear by itself [8].

In other writings and other references found, the existence of functional schemati zation from Talcott Parsons, the core of his thought concerns the four systems of action. In an effort to maintain community stability in order to continue to exist, there are four functional prerequisites. Parsons thought is usually known as the AGIL concept. Among them is the function of adaptation (adaptation) of adaptation to ensure the survival of the community so that it lasts a long time, then only pursues the goal (goal), because a system should be able to function if it is oriented towards a goal. Furthermore integration (integration), a system must regulate the inter-relationship of the parts that become its components. So that the final goal of a system is the maintenance of models and norms (latent pattern). Therefore, each subsystem must

ensure the four functions of AGIL in order to continue to exist [9].

The relevance of this paper to "EIG's performance in instilling character values in the Tutoring Institution" illustrates how Functional Structural Theory is suitable for researchers to analyze existing problems. A structural-functional approach to discuss human behavior in the context of the organization (community) and how the behavior is in (can maintain) the equilibrium conditions in community organizations. With this theory, the researcher wants to see the inculcation of character values carried out in the context of institutions that have their respective structures and functions. Adaptation carried out by all components in the institution will facilitate the achievement of the objectives of the institution. Next, the researcher wants to see how the learning method used by EIG in BKB NF can integrate character values. So that the pattern of character values is instilled in the students of BKB NF Padang.

Character according to [10] is a personal nature that is relatively stable in individuals who become the basis for the appearance of behavior in high values and norms. Information: (1) Personal traits: traits that exist in the person of a person manifested in behavior; (2) Relatively stable: a condition which if formed has not been easily changed; (3) Platform: a force whose influence is very large/dominant and comprehensive on matters directly related to the intended power; (4) The appearance of behavior: individual or group activities in the field and area (setting) of life; (5) Standard values/norms: conditions that refer to the rules of religion, science and technology, law, customs and habits, which are reflected in everyday behavior.

II. METHOD

The approach used is a qualitative approach with the type of case study. The case study is an attempt to seek knowledge empirically by investigating phenomena in the context of real-life [11]. Using case studies can explore in depth the performance of EIG in instilling the values of character education in BKB NF Padang used a structural-functional

approach.The selection of informants is carried out by purposive sampling, which is the selection of existing research informants and the criteria are determined according to the research problem. The informant criteria referred to in this study are people who are very close to NF and are involved in embedding character values in the BKB NF.Data collection is done by observation, interviews anddocumentation analysis [12]. Data triangulation will be done by comparing observational data and interview results, as well as comparing each data collected from different sources.While the data analysis technique used in this study is the analysis popularized by Miles and Huberman. Miles and Huberman [13] suggested that "activities in qualitative data analysis are carried out interactively and continue continuously until completion so that the data is saturated". This technique consists of several stages, namely data reduction, data presentation and drawing conclusions.

III. RESULTS AND DISCUSSION

The results of this study show that each component and element that is in a system interact with each other and carry out its functions properly so create a balance. The balance and harmony that occurs between students and tutors, that is, students can be helped in the learning process and the mentors will get the results of what they do, both material and nonmaterial.

With the harmonious interaction between tutor and students, tensor as an educator who has a good attitude and character competency values can easily give suggestions to students who are then imitated by the students concerned. One of the most striking sub-systems of character value inclusion in BKB NF is EIG learning.

As for the guidance given during the guidance, namely, fostering Muslim personalities, learning styles, assisting matrix selection of majors, information of majors in tertiary institutions, guidance, and other counseling. Then everything is integrated through the values and norms that exist in the institution. Furthermore, it is transmitted by teachers, NF staff, and alumni. The performance of EIG in implementation character education, namely:

A. Muslim Personality Development

BKB NF as a tutoring and consulting agency not only provides material but also provides guidance to the moral and Muslim personality of their students. The religious education should not only review theology but also become the media to discuss the socio-culture issues, including the issues concerning democracy [14]. NF has tried to instill character education in an effort to improve student learning outcomes. In order to increase environmental awareness and awareness through environmental education, students must be supported by an active and modern learning method [5]. Learning by NF starts with educating students' morals. If students have good morals, then God will bless and facilitate students in the learning process. Coaching is done by giving material, as well as giving good examples from each teacher, and accompanied by habituation to positive things. The moral guidance given by NF is in the form of:

1) Know God

Ma'rifatullah (knowing Allah) is an urgent need for every human being. He is a very important religious foundation. A person is not called a true Muslim until he knows, then testifies that only Allah Ta'ala is entitled to worship. Allah SWT said, did I not create jinn and humans, be adored to worship Me (QS. Adzaariaat, p.56). BKB NF through EIG develops a material "know God" with the aim that is that students can know God well, so students can involve God in their daily actions.

2) Get to know the Apostle

Apostles are the chosen prophets who get revelations from God to convey and practice the Islamic Shari'a. In this case, the apostle became a role model for Muslims. NF with the characteristics of religious character education that tries to provide a good example for students, that the best role model is the apostles.

3) Get to know Islam (*Al-Islam*)

Until now there are still many Muslims who understand Islam as a five-tiered ladder.

Where the shahada occupies the lowest rung, while the hajj occupies the top rung. Therefore EIG seeks to remind students to get to know Islam. The points discussed in this material are Creed and its meaning; Prayer is the believer's mi'raj; Zakat is the obligation of property to purify oneself; Shaum is a shield of immorality; Hajj is training.

4) Getting to know the nature of self and the nature of life

In learning EIG students are helped to understand themselves towards a better life and success. Even also learn the meaning of success for yourself. In this material, many discuss speech as a step of life and action as a step in life. This can help students say and act better again.

5) Professional in charity *(Al-Ihsan)*

Ihsan is a professional at doing work. After students understand and know God, Islam, the nature of self and others, then students are directed to be professional in his deeds. If someone does ihsan, then other Islamic charities will be maintained. And will last for a longer period of time. Based on the testimony given by Muhammad Fathan, alumni of NF 2018, he stated that the NF instructors are really friendly, friendly and can understand each student's character, and we are taught well. Not only taught academically, we are also taught religiously and have comrades in arms who mutually invite to the good, so we realize not only with effort but we also need prayer.

B. Providing Insight and Knowledge to Pursue Career Paths

After giving an understanding of morals and personality, EIG also provides information about the career paths that will be pursued by their students. To form a realistic picture of work, it is important that students have practical experiences and career-related guidance (Kujipers, 2018) [15].Post-high school education alternatives direct students to become students. Based on existing experience, students need early self-readiness, including information readiness for the intended tertiary institution. With this information, a student will be better able to see more fully the real situation he is facing. The information provided is in the form of (1) Forms of Higher Education: Academies, Polytechnics, Colleges, Institutes and Universities. (2) Types of Higher Education Programs: D-I, D-II, D-III, DIV, S-1, S-2, and S-3. (3) Difference between Public and Private Universities (4) Higher Education Credit, and (5) Higher Education Institutions.

EIG learning also provides information about the majors in the tertiary institution, as well as students' opportunities to achieve them. After students get information, he will try to reach it. Then EIG instructors also lead students to try both in terms of subject matter and morale. The EIG instructor provides information on the minimum score he must get for each field of study according to the departmental standards desired by the student. Morally, students are also directed to try, pray and get closer to God. Namely by way of praying on time, doing circumcision prayers, fasting, and other practices that can support students get the title of the best people *(Khaira Ummah)*.

Furthermore, there are guidelines for the selection of majors conducted by EIG instructors are identified based on the interests and intelligence that are in the personality of students. A person can better choose carrier options if he knows about his personality type. For this reason, there is a tool in the form of a questionnaire that will look at personality and job selection.In addition, in the selection of students also assisted in choosing majors with attendanceMBPJ (*Matriks Bantu Pemilihan Jurusan/* Matrix for majors selection). MBPJ is a device used by BKB NF as a practical guide for students to choose a department/ study program in a state university according to the national value standard for SNMPTN (*Seleksi Nasional Masuk Perguruan Tinggi Negeri/* National Selection to Enter State Universities). MBPJ is made based on an analysis of national value data, capacity, the number of enthusiasts from each state university, and the primary data at BKB NF which is always updated annually to predict national values in the study programs/ majors.

The Benefits of MBPJ are, First, the means of training for students to choose majors in state universities that are appropriate to their

abilities. To find out the students' abilities, BKB NF conducted a trial called TO SNMPTN (Try Out *Seleksi Nasional Masuk Perguruan Tinggi Negeri*/National Selection to Enter State Universities). TO SNMPTN is a test that contains some of the lessons that will be tested on tests conducted by the New Student Admissions Selection Institute. TO SNMPTN is done more than ten times before students choose the original majors at SNMPTN.

Secondly, the benefit of MBPJ is to strengthen students in choosing the actual majors at SNMPTN based on National Values and the most optimal abilities while attending the TO SNMPTN. So MBPJ is a tool that only has BKB NF, with MBPJ EIG instructors can provide appropriate majors recommendations for students. Because MBPJ can predict student graduation according to the ability of students and the chosen majors. This was also stated by alumni of BKB NF Padang 2018 namely Azzahra Firdaus, he stated "BKB NF really helped me in determining the choice of majors. In my opinion, we must have a strategy to choose a major, it's useless if I have high grades without a good strategy. MBPJ is very important because it provides a lot of information that helps me choose a major".

C. Motivate students to behave conformity

Individuals' efforts to be accepted into a social group is to do conformity. Baron and Byrne [16] define conformity as a social influence that makes a person behave in ways that are considered reasonable or acceptable to groups or the public. This implies that a person's behavior is influenced by his group [17]. Using a series of EIG activities done in groups can help internalizes character values to students of BKB NF. Collaboration conducted by students can be seen in several activities including praying in congregation, outbound, and sharing with orphanages. In this case not only students who need cooperation and groups. In fact, NF also provides teachers with group work activities. So that teachers always find alternative solutions to deal with their students.

In the learning process that occurs at BKB NF students are guided by qualified teachers who are state universities. The learning process begins with the material and continues with a number of tests to determine students' absorption abilities. With interesting material delivered by the instructor, making students eager to work on it and students are confident and honest in answering questions. If the student is not satisfied or does not understand the lesson, he can consult with the instructor until he really understands. This greatly motivates students not to come out easily. The same with EIG learning, students are always directed at groups, but outside the classroom, students can also discuss further with teachers both about personal issues, choosing majors, and appropriate careers based on students' interests.

IV. CONCLUSIONS

Educational Information Guidance (EIG) is one of the subjects in BKB Nurul Fikri. EIG is one of the most striking sub-systems in internalizes character values in BKB NF, because the material is in the form of moral and ethical values. EIG's performance in the development of character education is, as a guideline for Muslim personalities. Fostering Muslim personality is done by giving students material about knowing God, knowing the Apostles, Knowing Islam, knowing the nature of self and knowing the nature of life, and professionals in charity. After providing an understanding of character and personality, EIG also provides information about the career path that will be taken by their students. Such as Post-secondary Education Alternative, selected information majors, and MBPJ(*Matriks Bantu Pemilihan Jurusan*/ Matrix for majors selection). In addition, EIG also motivates students to behave conformity.

This paper can theoretically be useful as additional insight in instilling character values and material relevance for readers and other researchers. Practically, this paper reveals that BKB NF as a non-formal institution can help instill character values through EIG learning. Every teacher as a cultural transfer agent is advised to always integrate their learning material with character values, as an effort to internalize knowledge, attitudes, behavior, and skills to students in daily life. In addition, this

article can be developed to reveal the effectiveness of EIG in BKB NF, as well as the effectiveness of school guidance and counseling as management of students' character values.

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