

Student Inspirational Character Development with Group counseling based on Javanese Philosophy

Suharso^{1(*)}, Heru Mugiarto, Awalya, Dije Zaraska Kristy

¹Department of Guidance and Counseling Faculty of Education, Universitas Negeri Semarang, Indonesia

(*)✉ (e-mail) suharso@mail.unnes.ac.id

Abstract

Inspiration is an important character for students' self-development, especially for counselors and educators. The phenomenon is students cannot be role models for others. The purpose of this study was to prove whether Group Counseling based on Java philosophy affect Students inspirational character. This study used one group Pre-Experimental pre- and post-test design. 10 subjects from the guidance and counseling department program were taken with quota and purposive sampling technique. Group counseling is administered for eight sessions with a duration of 45' - 60' in a weekly schedule. Using the inspirational character scale, the data were analyzed by descriptive percentage and the Wilcoxon test showed significant results on the development of students' inspirational character ($Z = -2.81$; $p < 0.05$). The research has implications for the development of students' character and inspiration for further research to examine other ethnic groups.

Keywords: Group Counseling, inspirational characters, and Javanese Philosophy

Introduction

Planting character conservation is a distinctive feature of learning and profile of Semarang State University student graduates (Handoyo and Tijan, 2011) own character which is interpreted by Feist & Feist (2009) as a pattern of unique characteristics, and relatively permanent characteristics, which cause individuals to behave in certain ways consistently from one situation to another.

The Faculty of Education, as the oldest faculty at Semarang State University has a distinctive character in developing inspirational characters. Inspirational character can be defined as a strong tendency in a person to give a touch of emotion and awareness of individuals in understanding and living the moral values of life that are reflected in the actions, attitudes and interactions of individuals with their environment. However, the preliminary study showed that not all students were able to apply the inspirational character that became the faculty character. Therefore, efforts need to be made to develop the character that characterizes the Faculty of Education.

In character development through educational efforts requires integration between the mental and physical elements of the subjects so that they develop as a whole person. The education process must be carried out humanistly based on sources of values (religion, philosophy, culture, and morals) and departs from principles that reflect fundamental beliefs about humans and their needs: lifelong education, exemplary, openness, equality of roles, responsibility and quality (Walid, 2011; Urip, 2014).

Guidance is part of educational efforts. Specifically implemented in guidance and counseling services, one type of service in guidance and counseling that is relevant to character development is group counseling. The purpose of this guidance service is to help students in personal development, social relations skills, learning activities, careers / positions, and decision making, as well as carrying out certain activities, in accordance with the demands of commendable characters through group dynamics (Mitchell, 2008; Prayitno, 2012; Corey, 2011; Romlah, 2006). Through the guidance of groups, group members gain experience and interaction in groups that can help character development and social skills of group members.

The group counseling model that has been applied so far tends to use a psychological approach and does not consider the cultural approach. In fact, according to the mission of the institution that promotes conservation, it is appropriate to reconsider the preservation of cultural values in the context of local wisdom. On the other hand, Javanese culture has long been known to be rich in philosophical values as local wisdom which of course can be used as a basis for character education. The use of local wisdom values of Javanese culture for character education has long been carried out. This can be seen in several studies which among others were carried out by Rukiyati and Prihasuti (2016) and Wagiran (2013)

Assuming that through the process of internalizing Javanese philosophical values carried out by group counseling methods, the formation of conservation characters, especially inspirational characters can be realized.

This study aims to describe the inspirational character profile of students of the guidance and counseling study program at the Faculty of Education, Semarang State University, both before and after being given group counseling based on Javanese philosophy. In addition, it also examines the influence of Javanese philosophy-based group counseling on improving their inspirational character.

The results of this study are expected to be used as material for theoretical enrichment in the field of guidance and counseling and psychology, also can provide insight to students and academics and field practitioners especially related to the group counseling model based on Javanese philosophy to develop students' inspirational character. Practically the information obtained will be able to provide implications for the faculty of education science as an effort to develop students' inspirational character.

Method

This research is an experimental study with a pre-experimental model. The research design used in this study was one group pretest posttest design. In this design, before the treatment is given the sample is given a pretest and at the end of the treatment the sample is given posttest.

The subjects of this study were 10 students selected using quota and purposive sampling. Quota sampling is used based on consideration of the number of group members in the Guidance Group which ranges from 8-15 people. While purposive sampling is used based on consideration of subjects who have varying levels of inspiring character (not good to very good). Based on the method, 10 subjects were obtained from the 5th semester Guidance and Counseling Department students, amounting to 42 people.

The method of data collection uses the Student Inspirational Character scale with five answer choices. This scale consists of 35 items developed from eight indicators, namely (1) Able to touch other people's emotions positively, (2) Able to provide awareness to others about opportunities or potential, (3) Able to take corrective actions, (4) Able to produce maximum results, (5) Able to build a grateful attitude, (6) Provide other people's inner coolness, (7) Grow other people's maturity, and (8) Overcome the stresses of life effectively.

The validity test using the Product Moment formula from Karl Pearson, that is by correlating each item with its total score. Based on the results of the analysis validity test, the results show that out of 35 items there are three invalid items (numbers 11, 24, and 34) with a coefficient between 0.150 to 0.674. The three invalid items are not used, so there are 32 items that being used. Reliability testing of this instrument uses a formula from Cronbrach's Alpha. The calculation of Cronbanch's Alpha is done by calculating the incorrelation average among the items in the instrument statement. The reliability test results obtained Cronbrach's Alpha coefficient of $0.921 > 0.60$. Thus the instrument is declared reliable.

There are two data analysis techniques used, namely descriptive analysis of percentages and analysis of different non-parametric tests. Descriptive analysis of percentages to describe students' inspirational character profiles before and after being given Group counseling services. While the different test is used to analyze the influence of Group counseling on improving the inspirational

character of students, namely a different test between before and after being given a Group counseling service with a Wilcoxon ranking test technique.

Results and Discussion

The results showed that the inspirational character profile of students before and after being given Guidance Group services based on Javanese philosophy tended to increase from good and good to good and some were very good.

Table 1. Inspirational Character Profile Students before and after being given Group Counseling based on Javanese philosophy

	N	Minimum	Maximum	Mean	Std. Deviation
Before	10	64,00	85,00	71,9000	6,38488
After	10	68,00	89,00	77,6000	6,63660
Valid N (listwise)	10				

Likewise, from a different test analysis using Wilcoxon, it showed that there was a significant increase in inspiring characters before and after being given group counseling based on Javanese philosophy.

Table 2. Differences in Inspirational Character Students between before and after being given Groups Counseling based on Javanese Philosophy

Wilcoxon Signed Ranks Test				
		N	Mean Rank	Sum of Ranks
PosTes - Pre Tes	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	10 ^b	5,50	55,00
	Ties	0 ^c		
	Total	10		

The results of the analysis implies that there is a significant effect of the treatment of group counseling based on Javanese philosophy in the form of increasing inspirational character in the research subjects.

Group counseling as a character education strategy that elevates local wisdom in the form of Javanese philosophical values proved influential on character development especially the inspirational character of students. This reinforces the results of previous studies on local wisdom-based character education models by Rukiyati and Prihastuti (2016). Likewise, strengthening the research by Wagiran (2013) on local wisdom-based character development memayu hayuning bawana.

The results of this study imply the need for further research on the effectiveness of the application of the character education strategy based on Javanese local wisdom through group counseling within the framework of developing inspirational character among students outside the department of guidance and counseling. In addition, it also needs similar research with different methods and in other cultural contexts.

Conclusion

Based on the results of the research and discussion it can be concluded that the profile of the inspiring character of students has increased after being given Group Counseling based on Javanese Philosophy. There was a significant effect of the provision of Group Counseling based on Javanese Philosophy on increasing the inspiring character profile of the Students of the Guidance and Counseling Department of the Faculty of Education, Universitas Negeri Semarang.

The results of this study can be used as an empirical reference for lectures in Group Counseling. Practically, the Faculty of Education, especially in the field of Student Affairs, can utilize the results of this study as one of the references in developing student inspirational character. Whereas for the next researcher can develop similar research with different methods and in other ethnic and cultural contexts.

References

- Adisubrata, Dalil. (1987). *Orientasi Nilai Orang Jawa serta Ciri-ciri Kepribadiannya*. Disertasi (tidak dipublikasikan). Yogyakarta: Universitas Gajah Mada.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Berkowitz, M.W., & Bier, M.C. (2005). *What Work In Character Education: A Research Driven Guide for Education*. Washington: Character Education Partnership Lawoto (2014)
- Corey, Gerald. (2011). *Theory and Practice of Group Counseling*. Belmont, CA: Brooks/Cole.
- Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th)*. USA: Pearson Education, Inc.
- Farida, Ida. (2012). *Model Pendidikan Karakter Di Perguruan Tinggi: Langkah Strategis dan Implementasinya Di Universitas*. *Jurnal Ilmiah Administrasi Publik dan Pembangunan*, Vol.3, No.1, Januari – Juni 2012.
- Feist, J., & Feist, G. J. (2009). *Theories of Personality (7th ed.)*. New York: McGraw-Hill
- Gibson, Robert L dan Marianne H. Mitchell. 2011. *Bimbingan dan konseling*. Yogyakarta: Pustaka Pelajar
- Handoyo & Tijan. (2011). *Model Pendidikan Karakter Berbasis Konservasi Pengalaman Universitas Negeri Semarang*. Jakarta: Direktorat Ketenagaan, Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan Nasional
- Kardiyem. (2013). *Internalisasi Pendidikan Karakter Dalam Akuntansi (Inspirasi) Diary (Solusi Konservasi Moral)*. *Jurnal Dinamika Akuntansi*, Vol. 5, No. 1, Maret 2013, pp. 47-54
- Muyana, Siti. (2017). *Integrasi Pendidikan Karakter Dalam Layanan Bimbingan Kelompok di Sekolah*. *The 5th Urecol Proceeding*, 637-643.
- Prayitno. (2004). *Layanan Bimbingan Kelompok Dan Konseling Kelompok*. Padang: Universitas Negeri Padang
- Ridlo, S dan Irsadi, A. (2012). *Pengembangan Nilai Karakter Konservasi Berbasis Pembelajaran*. *Jurnal Penelitian Pendidikan*, Vol. 29 Nomor 2 tahun 2012
- Romlah, Tatiek. (2006). *Teori dan Praktek Bimbingan Kelompok*. Malang: Universitas Negeri Malang
- Rukiyati dan Rihastuti . Adriati L. (2016). *Model Pendidikan Karakter Berbasis Kearifan Lokal pada SD Bantul Yogyakarta*. *Jurnal Pendidikan Karakter*, April 2016, p 20 -27
- Suseno, Frans Magnis. (1984). *Etika Jawa Sebuah Analisa Falsafi Tentang Kebijakanaksanaan Hidup Jawa*. Jakarta: IKAPI.
- Urip, S R. (2014). *Pengintegrasian Nilai-Nilai Karakter Dan Konservasi Pada Bahan Ajar Mata Kuliah Morphosyntaxe Untuk Mahasiswa Sastra Dan Pendidikan Bahasa Prancis Fbs Unnes*. *Proceeding Seminar Nasional Konsevasi Dan Kualitas Pendidikan 2014*.
- Wagiran, (2013). *Pengembangan Karakter Berbasis Kearifan Lokal Memayu Hayuning Bawana*. *Jurnal Pendidikan Karakter* no 3, Oktober 2013, p 34 - 39
- Walid, M. (2011). *Model Pendidikan Karakter di Perguruan Tinggi Agama Islam (Studi tentang Pendidikan Karakter Berbasis Ulul albab di Universitas Islam Negeri Maulana Malik Ibrahim Malang)*. *Jurnal eL-QUDWAH - Vol 1 No 5*, ed April 2011. p.115-156
- Wibawa, Sutrisna. (2013). *Filsafat Jawa*. Yogyakarta: UNY Press.
- Zuriah, Nurul. (2007). *Pendidikan Moral & Budi Pekerti dalam Perspektif Perubahan*. Jakarta; PT. Bumi Aksara