Islamic Counseling and Guidance Programs to Develop Awareness and Social Responsibility of Students in Junior High Schools

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Abstract. **Students' lives developments nowadays are dynamics and complications that impact widely to many aspects of their lives. That's why it should be solved with counseling and guidance either in the community or individually. Therefore, it must be balanced with guidance and counseling to deal with problems in groups and individually. Program and implementation of guidance and counseling assistance activities in the education system as an effort to achieve optimal development to help students, so as to achieve the development of superior Indonesian human resources. Articles have tried to answer, how important counseling in this age to foster awareness and social responsibility of children from an early age so that they will become social creatures and live in a harmonious environment. By using the library research method, this article explores the literature prior to then be adapted and developed into a new concept in a guidance and counseling program to develop awareness and responsibility in charge of social students. Services guidance socially in school has purpose to help students understand themselves and their relationship with the environment and the surrounding community and social ethics based on noble character and social responsibility.**

Keywords—Counseling Guidance, Social Responsibility, Guidance, Counseling

I. INTRODUCTION

As attached in the introduction of Permendikbud number 111 of 2014 the Republic of Indonesia concerning guidance and counseling in primary and secondary education, that in the stage of developing life competencies, students need an education service system that is not only based on services around the delivery of subjects / fields science and management, but also the service. The guidance with specially to psychoeducation through guidance and counseling services.

In the legislation concerning the system of national education number 20 of 2003 Article 3 also states that the national education prospects in developing the capabilities of late to build the personality and culture of the nation and prestigious in the aim of educating national life. Prospective national education for increasing the potential ability of students so that they grow into superior individuals, namely individuals who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

Under the Act - Act No. 20 of 2003 Article 3 of the System Pendidikan National mentioned in the above, confirms that the importance of national education can be carried by the whole learner. one of the roles of education for a person is to create a participant learners who can be responsible to himself and environment.

Allah mentioned about the social life in the Al-Quran surah Al-Hujurat verse 13:

O mankind and gentlemen, the real man is created of a kind laki- male and female, as well as making the nation - the nation and besuku - the tribe so that know each other. In fact, the most glorious servant of Allah is the most pious among them. Truly Allah is All-Knowing, All- Knowing.

Each individual gets consequent to what he has done, in KBBI responsibility is defined as an ideology in which a person has the willingness, and they were responsible to the risks determined by peoples ande religion rules through continuity educations full, willingness, and commitment. All attitudes and behaviors must be accountable to oneself, community life, the environment, the country, and to God Almighty. Soemarno Soedarsono (Soedarsono 2010, p. 245) said that a person's personality can be fostered by giving responsibility. Responsibility is an important parameter that someone has more value. In eve ry behavior if it is not based on responsibility usually someone will be negligent. Furthermore, Soemarno Soedarsono (Soedarsono 2010, p. 246) also stated that responsibility is the most urgent thing in forming one's character.

In this regard, education became a major milestone in developing the value of responsibility, especially the social responsibility of students through education as a whole can

instill the value of responsibility to the learners at an early age, who until finally hoped would become the foundation of the running behavior that always glorify values in being responsible. Therefore, it is fitting for this to be an absolute commitment for an education activist especially a school counselor to stem the phenomena that occur so far. (Yaumas, 2018, p. 1197)

A finding reveals that the effective counselor requires skills who demonstrate good role mode to the client and to improve the creativity and life skills of the client. Further, Ekoja clarifies that counseling is aimed at helping clients who come for a solution, to understand themselves, their weakness, strength, ability and potential that make them possible to adapt and meaningfully contribute to their immediate environment18. Another idea is also proposed that the counselors have to be facilitated with the concept of individual differences like, interests, ability, talent, and weaknesses19. It is also expected that the counselors must be professionally trained to help clients to make precise life goals.

What's more guidance and counseling have contributed and contributions were very exceptionally useful in finalizing the business and make it as a private individual in a society that is useful. With this noble aim, it is hoped that schools can produce quality human resources who can bet on the international scene.

II. METHODOLOGY

A. Type of research

This research focuses on the library research corridor or library research, which is the study of which the source of the data includes material that has been published or published, whether in the form of books, magazines, or in the form of Arabic, English and Indonesian literature which are considered representative and has relevance and relationship to the object being studied.

While the approach used by researchers is: a grounded theory approach, which is an approach that aims to obtain or obtain a theory that is correlated with the situation of course.

B. Research data sources

There are three types of data sources used for this study, primary data sources, secondary data sources, and tertiary data sources:

- Source of data The primary is the works that relate to guidance and counseling and approaches used.
- Sources secondary is literature that is written by experts other that have relevance to counseling and guidance contained in books or articles general such as philosophy, encyclopedias, magazines, and so forth.
- Tertiary data, i.e. data from searching the internet, dictates of lectures, scientific work and data linked to the title of the paper the researcher wrote.

C. Collection of data Method

The data collection method used in this study is a documentary study of various matters relating to the research conducted.

Collecting data and information obtained from library materials in the form of books, books, documents, magazines, archives, and other library materials related to the research conducted, observing interviews with students, and conducting FGDs to counseling experts. In practice, data collection is carried out by reading, understanding and analyzing and collecting various books or books on matters relating to various counseling guidance approaches.

D. Data Analysis

Data analysis is the decomposition of a core subject to all parts and understanding of the part itself and the associations between each part to get an appropriate interpretation and significance of the overall meaning. So data analysis is a review and analysis of data to reap a conclusion. Methods of analysis of the data used in research this is the method of descriptive-analytic. Because the data were obtained from the literature are qualitative, in the form of verbal statement and not the number data.

III. RESULTS AND DISCUSSION

A. Social identity

Social identity is created as a consequence of our membership in a social group. The group can be based on age, gender, occupation, religion, social class, place, and so on.

Social identity is an identity obtained through the stages of the search and education in a long period of time. Thus, social identity is one's definition of who he is, including personal attributes and attributes shared with others, such as gender or race for him (Baron and Byrne, 2000).

B. Definition of Social Behavior

Social behavior or often called prosocial can be interpreted to be a heroic treatment with a view to helping others (Passer & Smith, 2007). Therefore, prosocial behavior is understood as an act of help that is useful for others without having to prepare a direct benefit to the individual who performs the action. The types of behavior socially include helping, sharing, working together, contribute, and another notice forth.

C. The Field of Social Guidance

Social counseling services in the school environment intended to help students understand themselves in its relations with the ethics of socially and environmentally social are based on noble moral and social responsibility. This field is broken down into the following points:

- development of communication and communication competencies both in written and written manner.
- Development of competencies for temperament and social relations, both in the community, religious norms, and prevailing customs.
- The development of harmonious relationships and communication with peers inside and outside the school and general community.
- Interpretation and experience of disciplines and school rules. (Husairi 2016, p. 24)

D. *Social guidance functions*

The function of the social guidance which declared by Rima Puspita (Puspita, 2007, page 47 – 49), namely:

- Counseling dan guidance must be continuous facilitate the individual in order to become an agent of change (agents of change) for the individual himself and his environment. Counselors are also committed to helping individuals as much as possible until individuals are able to use all their abilities to develop into better individuals.
- Comprehensive and complete self-interpretation. Individuals realize the *strengths and weaknesses* (strengths and weaknesses) contained in themselves, as well as challenges and opportunities that exist from outside themselves. In essence, by undergoing social personal guidance it is expected that the individual is able to arrive at the level of maturity and personality as fully as expected, so that the individual does not have a split personality anymore (in the sense of not having multiple personalities) and is able to consolidate himself in various angles of life in harmony, harmonious whole, and balanced.
- Practicing healthier communication. Social personal guidance can be useful as exercise media for individuals to relate better and healthier with their environment.
- Practice a new, healthier personality. Personal-social guidance is used as a vehicle for realizing and learning new, healthier behaviors.
- Practicing to express themselves in full and intact. Through personal-social guidance it is expected that individuals can spontaneously, creatively, and effectively express their desires, feelings, and inspiration.
- Individuals were able to insist through personal-social counseling of individuals expected to survive with situasi and state the time of this, capable berlapang chest accept the situation, and adapt back to life with the condition that new.

- Eliminating dysfunctional indications. The counselor hired the individual to heal or eliminate the disturbing indications as a result of the crisis.

IV. CONCLUSION

Social identity is manifested as a result of our participation in a social group. Social behavior or often called prosocial can be interpreted as a meritorious deed in the hope of helping others. Social guidance services in hopeful schools can help students in understanding themselves in relation to social and environmental ethics based on noble character and social responsibility. This field is broken down into the following points:

- the development of competence to communicate both in written and written manner.
- Increased social competence to relate and behave, both in the community, school and even at home by upholding high governance manners, courtesy and norms of religion, customs that prevail.
- Enhancing harmonious and coherent relationships with peers inside and outside school and in the general public.
- Understanding and experience of school discipline and regulations.

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