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MENGHASILKAN LULUSAN TERDIDIK DALAM
IMPLEMENTASI KURIKULUM 2013
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Editor:
Prof. Dr. Yusnadi, MS.
Drs. Wildansyah Lubis, M.Pd.

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Wassalam.

Panitia.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1</td>
<td>FAKTOR PENYEBAB KECENDERUNGAN MENGGUNA-KAN NARKOBA DI KALANGAN SISWA SMA Abdullah Sinring dan Farida Aryani</td>
<td>3</td>
</tr>
<tr>
<td>4.4.2</td>
<td>MODEL KONSELING TEMAN SEBAYA BERBASIS KEA-RIFAN LOKAL PESANTREN UNTUK MENGATASI PERMA-“SANTRI BOYONG” Yuliat Hotifah</td>
<td>13</td>
</tr>
<tr>
<td>4.4.3</td>
<td>MEMPERKUAT IDENTITAS PROFESIONAL KONSELOR SEKOLAH UNTUK PENINGKATAN MUTU LAYANAN BK Lutfi Fauzan</td>
<td>31</td>
</tr>
<tr>
<td>4.4.4</td>
<td>INTERNALISASI MIND COMPETENCES DENGAN MODEL EXPERIENTIAL LEARNING: PENYIAPAN CALON KONSELOR DALAM IMPLEMENTASI KURIKULUM 2013 Nur Hidayah</td>
<td>40</td>
</tr>
<tr>
<td>4.4.5</td>
<td>PENGARUH RELIGIUSITAS TERHADAP RESILIENSI PADA PASIEN REHABILITASI NARKOBA YAYASAN RUMAH DAMAI SEMARANG, Sugiyarto Sl. dan M. Ari Suryani</td>
<td>53</td>
</tr>
<tr>
<td>4.4.6</td>
<td>‘PEMINATAN’ PENGKERDILAN TERHADAP PROFESI BIM-BINGAN DAN KONSELING (Suatu Telaah Terhadap Kurikulum 2013) Abdul Saman</td>
<td>68</td>
</tr>
<tr>
<td>4.4.7</td>
<td>PELAYANAN ARAH PEMINATAN DALAM PERENCANA-NAN KARIER Riska Ahmad</td>
<td>76</td>
</tr>
<tr>
<td>4.4.8</td>
<td>ASESMEN PEMINATAN PESERTA DIDIK DALAM IMPLEMENTASI KURIKULUM 2013 UNTUK DI SMA/MA/SMK Awaluddin Tjalla</td>
<td>81</td>
</tr>
</tbody>
</table>
4.4.9 PENGEMBANGAN PEMINATAN SISWA SEKOLAH MENENGAH BERBASIS MULTI LAYANAN SEBAGAI PENGUATAN LAYANAN BK DALAM IMPLEMENTASI KURIKULUM 2013
Awalya

4.4.10 SCHOOL COUNSELOR QUALITIES AND COUNSELING PROGRAM BASED ON CURRICULUM 2013 IMPLEMENTATION
Nani Barorah Nasution

4.4.11 PENGUATAN LAYANAN BIMBINGAN MELALUI MODEL KONSELING INTENSIF DAN PROGRESIF YANG ADAPTIF TERHADAP STRUKTUR (KIPAS)
Andi Mappiare

4.4.12 PERAN DAN POSISI BK DALAM KURIKULUM 2013
Edidon Hutashiut

4.4.13 REKONSEPTUALISASI TEORI PERTIMBANGAN MORAL KOHLBERG PADA REMAJA SUKU BANGSA MELAYU BERLATAR BELAKANG BUDAYA INTERDEPENDEN;
(Sebuah Informasi Hasil Penelitian Bagi Konselor Sekolah/Guru BK Untuk Implementasi Kurikulum 2013 Dalam Pengembangan Pengetahuan Moral)
Asih Menanti

4.4.14 PENINGKATAN KINERJA GURU BK MELALUI PELATIHAN PTK/PTL DALAM RANGKA MEREALISASIKAN KURIKULUM 2013
Syahmiar

4.4.15 LAYANAN BIMBINGAN KONSELING KOMPREHENSIF DALAM MENGENYONGSONG KURIKULUM 2013
Sugio

4.4.16 MODEL KONSELING BERFOKUS SOLUSI UNTUK PENGUATAN PELAYANAN BIMBINGAN DAN KONSELING DALAM IMPLEMENTASI KURIKULUM 2013
M. Ramli

4.4.17 STUDI TENTANG FAKTOR-FAKTOR PENYEBAB PEPLAKU PLAGIAT MAHASISWA UNM
Farida Aryani

4.4.18 PELAYANAN PRIMA SEBAGAI STRATEGI IMPLEMENTASI LAYANAN BK PADA KURIKULUM 2013
Eko Nusantoro
4.4.19 PEMBELAJARAN YANG MENDIDIK; Integrasi intervensi Peningkatan motivasi berprestasi siswa ke dalam praksis pembelajaran
Edy Purwanto

4.4.20 IMPLEMENTASI KURIKULUM 2013 GUNA MEMPERKUAT MODEL LAYANAN BIMBINGAN KONSELING
Nsrun

4.4.21 HASIL PENELITIAN PENINGKATAN KOMPETENSI LULUS-
AN MELALUI PENGEMBANGAN PROGRAM STUDI BIMBINGAN DAN KONSELING
Mesta Limbong, Ignatya Simamora

4.4.22 PERAN STRATEGI BIMBINGAN DAN KONSELING DALAM
PELAKSANAAN PEMINATAN DAN LINTAS MINAT DI SMA
SERTA IMPLIKASINYA BAGI PERAN STRATEGIS
BIMBINGAN DAN KONSELING DI SMP/MTS
(Study Multi Situs di SMA terkemuka di Kota Bunga)
Muslihati Widada

4.4.23 A CHARACTER PEER COUNSELOR MODEL THROUGH
BMB3 STRATEGY AT UNIVERSITAS NEGERI MEDAN
Rosmala Dewi dan Rahmulyani

4.5. JURUSAN PENDIDIKAN LUAR SEKOLAH

4.5.1 ANALISIS PENGEMBANGAN KOMPETENSI PENILIK PENDI-
DIKAN LUAR SEKOLAH
Mhd. Natsir

4.5.2 MENGUNGGAP RELEVANSI KOMPETENSI LULUSAN S1 PLS
DENGAN BIDANG TUGAS KE-PLS-AN YANG DIKELOLA
OLEH BEBERAPA LEMBAGA PEMERINTAH SEBAGAI
STEAKHOLDER JURUSAN PLS
Elizon Nainggolan, dan Nasib Tua Lumban Gaol

4.5.3 PERAN AP2PNF DALAM MENINGKATKAN SINERGITAS PEN-
DIKAN TINGGI, PEMERINTAH DAN PEMANGGU
KEPENTINGAN DUDI PAUDNI
Ach. Rasyad

4.5.4 PENGUATAN KOMPETENSI TENAGA PENDIDIK DAN KEPEN-
DIKAN NON FORMAL YANG VISIONER DAN TERDIDIK
Oleh: Joko Sutarto

4.5.5 PENDIDIKAN KEAKSARAAN FUNGSIONAL: KOMPETENSI
TUTOR BERBASIS KONSEP, PENDEKATAN, DAN STRATEGI
PEMBELAJARAN ORANG DEWASA
Syafrudin Wahid
4.5.6 MENGGAGAS PARADIGMA BARU PENDIDIKAN LUAR SEKOLAH UNTUK MASA DEPAN
Sudirman .................................................................................................................. 310

4.6. JURUSAN PENDIDIKAN GURU SEKOLAH DASAR 329-599
4.6.1 PEMBELAJARAN IPS DENGAN MENGGUNAKAN MODEL BRUNER DI SEKOLAH DASAR
Elma Alwi .................................................................................................................. 325

4.6.2 PENGGUNAAN PERTANYAAN PENUNTUN UNTUK MENINGKATKAN KEMAMPUAN MEMBACA LITERAL DI KELAS III SEKOLAH DASAR
Wasnilimzar .............................................................................................................. 337

4.6.3 PELAKSANAAN PENDIDIKAN KARAKTER DALAM SISTEM PEMBELAJARAN TEMATIK DENGAN MEMANFAATKAN LINGKUNGAN SEBAGAI SUMBER BELAJAR DALAM IMPLEMENTASI KURIKULUM 2013 DI SEKOLAH ALAM MINANGKABAU
Eldarni ...................................................................................................................... 349

4.6.4 PENGUATAN OTONOMI GURU SEKOLAH DASAR DI TENGAH KEBIJAKAN POLITIS PENGUASA DAERAH
Arif Rohman .............................................................................................................. 376

4.6.5 PENGGUNAAN PENDEKATAN KETERAMPILAN PROSES UNTUK PENINGKATAN AKTIVITAS BELAJAR SISWA PADA PEMBELAJARAN IPA DI SEKOLAH DASAR
Fatmawati .................................................................................................................. 394

4.6.6 THE EFFECT OF INSTRUCTIONAL STRATEGY PROBLEM BASED LEARNING ON STUDENTS' ACHIEVEMENT IN EVALUATION LEARNING OBJECTIVES PGSD FIP UNIMED
Edward Purba ......................................................................................................... 407

4.6.7 MEMBERDAYAKAN POTENSI KECERDASAN MAJEMUK MAHASISWA PGSD UNP DALAM PEMBELAJARAN MATEMATIKA
Masniladevi, dan Yullys Helsa .................................................................................. 429

4.6.8 PENDEKATAN PMR DALAM IMPLEMENTASI KURIKULUM 2013
Melva Zainil ............................................................................................................. 440

4.6.9 2013 CURRICULUM IMPLEMENTATION OF SCIENCE EDUCATION IN THE STRENGTHENING OF EDUCATIONAL LEARNING
Betty Eva Smanjuntak ............................................................................................... 451
4.6.10 PEMBELAJARAN IPS DENGAN MENGGUNAKAN MODEL BAMBGO DANCING DI SEKOLAH DASAR
Zuraida ................................................................. 468

4.6.11 MODEL PEMBELAJARAN PROBLEM SOLVING SALAH SATU STRATEGI UNTUK MENGOPTIMALKAN KEGIATAN PEMBELAJARAN TEMATIK PENJAS DI SEKOLAH Sutaryono .............................................................. 479

4.6.12 MENCiptakan KEkuatan KARAKTER Siswa PADA PEM-
BELAJARAN MATEMATiKA DALAM IMPLEMENTASI KURIKULUM 2013
Syafri Ahmad Yuliyis Helsa ........................................... 503

4.6.13 MODEL PEMBELAJARAN INTERAKTIF INSPIRATIF, MENYE-
NANGKAN, MENANTANG, MEMOTIVASI (12M3) BERBASIS AUDIO TERHADAP PENINGKATAN PROFESIONAL BAGI GURU SD INKLUSIF
Sri Joeda Andajan .......................................................... 516

4.6.14 PEMANFAATAN LINGKUNGAN SEKOLAH SEBAGAI SUMBER
BELAJAR DALAM IMPLEMENTASI PENDIDIKAN KARAKTER PADA KURIKULUM 2013
Abna Hidayati ............................................................ 531

4.6.15 PENGEMBANGAN MEDIA PEMBELAJARAN MATEMATIKA
BERBASIS IT YANG MENGHADIRKAN KECERDASAN GEOMETRIS
Yetti Ariani, dan Yuliyis Helsa ........................................ 540

4.6.16 PENDEKATAN ASSESMEN AUTENTIK DALAM IMPELEMENTASI KURIKULUM 2013 DI SEKOLAH DASAR
Wildansyah Lubis ....................................................... 557

4.6.17 MODEL ASESmen KETERAMPILAN PROSES DAN NILAI
KARAKTER BERBASIS E-PORTFOLIO DI SEKOLAH DASAR
Patta Bundu ............................................................. 569

4.6.18 CONTINUAL RESEARCH : IMPROVING STUDENTS’ FAST
READING ABILITY THROUGH SPEED READING METHOD FOR
ELEMENTARY SCHOOL
Halimatussakdiah ......................................................... 585

4.7. JURUSAN PENDIDIKAN LUAR BIASA .............................. 603-646

4.7.1 PROFESIONALISASI TENAGA KEPENDIDIKAN LUAR BIASA
MELALUI INTEGRASI JALUR AKADEMIK DAN PROFESI
Yuyu Suherman, Euis Heryati, dan Rikisma Nurahmi .......... 603

4.7.2 SCHOOL’S IMPROVEMENT : MEMBANGUN PARADIGMA
PENGEMBANGAN SEKOLAH INKLUSIF DI SULAWESI UTARA
Aldjon Dapa ............................................................... 614
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7.3</td>
<td>PELATIHAN MODEL BIMBINGAN KARIER UNTUK PENDIDIK TENTANG PEMAHAMAN DIRI BAGI SISWA TUNARUNGU SMALB-B</td>
<td>Endang Pudjiastuti Sartina</td>
<td>622</td>
</tr>
<tr>
<td>4.7.4</td>
<td>DESAIN TERAPI PERMAINAN EDUKATIF BAGI ANAK GANGGUAN INTELEKTUAL</td>
<td>Fatmawati</td>
<td>632</td>
</tr>
<tr>
<td>4.7.5</td>
<td>PERANAN LPTK DALAM IMPLEMENTASI PENDIDIKAN INKLUSI</td>
<td>Mega Iswari</td>
<td>640</td>
</tr>
</tbody>
</table>
A CHARACTER-PEER COUNSELOR MODEL THROUGH BMB3 STRATEGY AT UNIVERSITAS NEGERI MEDAN

Romsala Dewi, dan Rahmulyani,
Universitas Negeri Medan

Abstract The objectives of this research are to identify the peer counselors' needs and to develop the character-peer counselors model through BMB3 strategy. This research was conducted at the Universitas Negeri Medan, the research design used is development research. The first step that was conducted on the first year was collecting data for the developing model. The research population are the third semester students of Unimed. Samples were taken by using purposive random sampling. Those selected samples which consist of 40 students are considered as the representatives of all the study programs in Universitas Negeri Medan. The instrument used is questionnaire, data analysis techniques are quantitative and qualitative by using factor analysis. The result of this research shows that the students' need for peer counselors is very high. The peer counselors are the community that is under the control of UPBK counseling lecturers of Unimed who are working by paying attention to the principle and nature of service. The model found that the character-peer counselors are respectful and honest, aware of responsibility as a good citizen, use the service of reference or guidance, behave fairly and are glad to play the role as peer counselors. The character-peer counselors are mainly showed on the respecting other people. It is suggested that those leaders of the university, faculty, department and study program support this peer counselor program by providing facilities in implementing the peer counseling services.

Keywords: Peer Counselors, Having Character, BMB3

INTRODUCTION

The peer counselors is considered important. Based on the observations of the observer, most of university students feel more comfortable to share their problems with their friends rather than with their parents or their counselors. Feeling of being so closed and having something in common is the main point why they tend to talk to their friends whatever they have in their mind. They find friends the most suitable person to talk to. In addition, they can discuss personal and academic problems to their friends. Therefore, friend as the peer counselor (peer counselors) should be well managed, so that the problems that those university students face can be well overcome. Based on the above facts, the researchers think that it is so important to develop a character-peer counseling model services through BMB3 strategy. The model that is offered by the researchers is applying the character-peer counseling model services through BMB3 strategy (Thinking, Feeling, Behavior, Acting, and
Being responsible). Getting used to thinking, feeling, behaving, acting, being responsible with life problems is trained by the peer counselors to those friends who need help. If this becomes the habits to the university students, it is expected that the Unimed 6 pillars of character (Trusted, Be respectful, Be fair, Care, Be responsible, Citizenship) will grow and develop.

The interaction among those university students that eventually help one and another, care for, and be responsible with the problem students will be expected to be cultural lifestyle that increase good character to the university students. That is why the empowerment of peer counselors with the six-character need to be realized in Unimed. The development of the character-counselor is in accordance with national commitments on the need for character education, imperatively stipulated in Law No. 20 Year 2003 on National Education System.

On the first year of this research, the researchers developed guidelines, such as peer counselors characteristics, service mechanism, the BMB3 peer counseling services guide. Through the character-peer counseling model services through BMB3 strategy, it is expected that the university students will apply the self learning about what is happening and what should be considered by students to live in a happy life in facing the problems, and find the best solutions to the problems. How the university students react to the problems they face, what to do to solve the problems, what action must be taken as a form of self-responsibility, and the current environment and future, and the habits of thinking, feeling, behaving, acting, being responsible. The five strategy, namely thinking, feeling, behaving, acting, being responsible is the important and meaningful self competence that those university students should own to solve the academic and non-academic issues in their lives.

The BMB3 strategy which is used by the peer counselors to help the growth of the 6 character pillar of Unimed (Trusted, Be respectful, Be fair, Care, Be responsible, Citizenship). By having strong personality, facing problems in a positive way, and be responsible to himself/herself will enable the university students to reach self success, social, academic, and career.

This model contributes the development of concepts and theories of counseling to Unimed especially concerned with the peer counseling in the counseling study program, and also contributes to the Research Main Plan (RIP) and Strategic Plan (Renstra) at Unimed in implementing the character education through the empowerment of the peer counselors community, professors and lecturers of academic advisor and counselor in the Counseling Services Unit (UPBK).

The results of UPBK that was conducted in August and November 2011 related to the 82 bilingual students’ personalities in FMIPA Unimed showed that students have a tendency to emotional explosive, changeable, tend to ignore the rules, hesitant in acting, tend to be suspicious, and a high level of frustration (UPBK, 2011). The above result was based on the 17 to 25 years old university students, the
moment of teen to reach being adult. During this growing period, those university students often experience shock and uncertainty in facing the growing storm or “storm and stress”. Some students can manage the period well and some cannot.

The motto of Unimed "character building", with the 6 pillar of character program, namely (1) honest, (2) Sincere, (3) fair, (4) care, (5) responsibility, and (6) citizenship. Honesty is the main character value that contains the main moral virtues for the primacy of human life both as individuals and social beings. The duty of the peer counselors are to help other students discover and develop optimally honesty. The characteristics of the honest students are (a) speak honestly, (b) thought, speech, and action are in harmony, (c) keep the promise, (d) keep secret safely, (e) maintain the property entrusted well, (f) send message truly, (g) do not prejudice anyone, (h) act properly according to the rules of religion, law, social norms and regulations.

Be respectful person. Being a respectful person means when someone speaks politely, behave courteously and act that benefit others. The students’ respectful behavior indicates: (a) accept someone the way he/she is; regardless someone’s group, religion, level, wealth and rank, (b) provide friendly and polite services and respect others, (c) appreciate one’s good deed, services, opinions and capabilities, (d) speaks politely, easy going, and is not easily get offended by words and actions of others, (e) does not insist on something, (f) does not blame others for being fail, (g) congratulate the successful person and give support to the less fortunate ones, (h) appreciate someone’s work that leads to solemn, knowledge and power.

Being fair means give someone’s right fully without decreasing it or in another words of saying that treat everyone equally, in the same circumstances and the judgment of evil or unlawful according to the errors and transgressions. Fair students show: (a) be neutral. A fair student will not be on one side dominantly. Treat someone according to the dignity of humanity. (b) provide equal rights means treating people in accordance with the treatment he expected from others. (c) authorized by law, does not marginalize, orderly, and does not break the rules. (d) feasible and reasonable, does not deceive others. (e) morally correct, being open and willing to listen to others.

Caring is our partial attitude to engage in issues, circumstances or conditions that occur around us. A care student will have full attention to someone’s existences. The characteristics of care students are: (a) show kindness to others. What is done is expected to improve or help the surrounding conditions. (b) be empathy and touched and felt sorry to someone’s suffering. Care people are those who can not stay silently to see someone’s suffering. (c) to encourage and remind the rich that had neglected the poor around them. (d) be proactive in overcoming the problems in the community by using and utilizing existing resources in the community. (e) keep trying to improve self-reliance in the community. (f) be patient with the limitations of others, (g) be ready for someone’s suffering, feel the suffering of someone when he/she is sick.
According to A. Freeman, H. Durren, and G. Byrd (1985), peer counseling is a

developmental process that gives positive emotional support.

Peer groups provide an opportunity for teens to help others and encourage others to

focus on new values and perspectives. Lasoni further asserts that positive

peer relationships among teens can lead to success in life. Emotional support is

an important part of the development of peer groups. The importance of peer groups

and the need to be accepted and feel included in the group is strong. The need

for inclusion in the group is a kind of self-esteem that is a part of the

self-esteem of the family. If any need to substitute the influence of the

family, the need for inclusion in the group is strong. This is similar with what

themselves, the action and the thing,

in person in front of the learner.

Appreciation does not always mean a bonus of praise. It can be a kind of saying thanks.

The learner must feel appreciated. (a) The learner must feel appreciated. (b) The learner must feel appreciated. (c) The learner must feel appreciated. (d) The learner must feel appreciated.

Responsibility is not always easy. It is difficult to appreciate. (a) It is difficult to appreciate. (b) It is difficult to appreciate. (c) It is difficult to appreciate. (d) It is difficult to appreciate.

Every human being must be given responsibility. If responsibility is given, it must be given to those who deserve it. (a) It must be given to those who deserve it. (b) It must be given to those who deserve it. (c) It must be given to those who deserve it. (d) It must be given to those who deserve it.
to help his/her problem friends or who require assistance. Tindall and Gray (1985) defines peer counseling as a variety of interpersonal helping behavior carried out by non-professional individuals who help others. According to Tindall & Gray, peer counseling is done by non-professionals. It means that individuals who act as peer counselors are not professional counselors or therapists.

Cowie and Wellace (2000) also found that the support of peer really makes sense or provide benefits to children who have social problems and family problems, can help improve the school climate, as well as provide social skills training.

The objectives of character-peer counselors:
1. Students are required to be more open to tell their friend their problems
2. Students help an introvert friend to talk to the academic counseling lecturers
3. Assist problem students

The functions of character-peer counselors:
1. Help other students solve their problems.
2. Help new students build and develop new relationships with peer friends and school personnel. The service principles of character-peer counselors:
   1. Peer counselors use the service principles of the innocent client- those innocent students should be taken the way they are. Avoid blaming peers who need help
   2. Peer counselors did not provide a specific assessment to the client.
   3. Peer counselor focuses on client
   4. Peer counselor focuses on the present
   5. Peer counselors do not talk about a third person

The Principles that are applied in the peer counselors service are:
1. 
   Presence
   It means that the character-peer counselors help their friends by observing current issues, problems and then used to expand problem analysis.
2. 
   volunteerism
   Character-peer counselors help students with problems sincerely. So is the character of peer counselors work on a voluntary basis.
3. secrecy
   Character-peer counselors are able to keep secret data. It is not allowed to convey to people who are not involved.
4. openness
   Character-peer counselors should be open to discuss problems someone faces, and the problem students are open to discuss the problems their face.
5. Activity
   Character-peer counselors help deliver and empower troubled friend to be actively engaged in activities that have been approved.
6. The decisions are made by the Client himself. It means to facilitate student peer counselors are problematic character to facilitate the search for a solution of the problem. However, the best decisions are in the hands of the clients.

7. Norm

It means that the character-peer counselors help by paying attention to the norms that are applied both religious norms, customs, law, science and practice. Peer counselors dank lien is fully bound by the values and agreed norms.

RESEARCH METHODOLOGY

This research was conducted at the University of Medan (Unimed). The research population are the third semester students. The samples are taken by using purposive random sampling. The selected samples (40 students) are regarded as the representatives of all the study programs.

The research method is the research development. There are 10 research steps (Sukmadinata, 2008) namely (1) Research and data collection work through discussions and workshops on related to the need, rational, objectives, functions, role of character-peer counselors BMB3, service mechanisms, principles, approaches, measures and conditions characterized by peer counselors BMB3 strategy (2) planning, arrange action plan with the experts needed in this research. The research objectives and to produce guidelines for responding skills modules peer counselors through BMB3 strategy and system design implementation. (3) Development of draft products, (4) trial and error, (5) revise the test results, (6) field trials, (7) improvement of product field test results, (8) the implementation of field trials, (9) improvement of the final product, (10) Dissemination and implementation. This first year was conducting phase 1.

RESULTS

Based on the research, the needs of the university students to the peer counselors is mean 90.17. It means that the needs of students for character-peer counselors is at high average category. Students who are the research sample said that they need character-peer counselors very much. If the distribution of the data seen from the midpoint on the number 90. A recurring figure is 89. Standard Error is 0.6589; it means in a small category. The smaller the sample the more accurate our SE representative of the population, then the better the sample can be representative of the population, these data can be applied to the students at Unimed. It means that the more accurate the data about the needs of the character-peer counselors at Unimed.

Based on the above data, the researchers carried on to do a personality test in order to select students who deserve to be peer counselors. 100 candidates from various study programs at Unimed, then it was determined that there are 40 participants or the candidates from any study program at Unimed. (Sample test results report is in the appendix 2).
Furthermore, researchers held a workshop to build character through a model of peer counselors BMB3 strategy with the following steps:

(a) Pre Activities
(b) Transition activities
(c) Main activity
(d) Closed activity

Through BMB3 strategy, the highest score of the character is respectful character, then care, responsibility, honest, citizenship, and the last is fair. The model developed in this study can increase the respect for the character of others, caring, responsible, trustworthy, and fair citizenship.

Through BMB3 strategy, the strategy aspect of the highest influence on the formation of the first character through action strategy, meaning that the participants in a position to act, meaning that the participants had wanted to take action to develop the 6 pillars of character. The next two strategies with the touch feeling of listening to the video "Yours Meditations On Parent" means through the strategies shared in the events that occur in the character of the students in the video. The third strategy then invited the participants to determine the attitude that should be done for the development of 6 characters. Fourth is responsible for strategy, participants are invited to be responsible for the development of six pillars of character apparently weak student response strategy among others. This can occur because of a reluctance to take risks, and with reasonable training time of the day when students' sense of responsibility is not optimal. Strategy that is felt in the final sequence was thinking. This happens because at the beginning of the training, participants were provided with pocket book 6 pillars of character.

RESULTS

Based on the research, the needs of the university students to the peer counselors is mean 90.17. It means that the needs of students for character-peer counselors is at high average category. Students who are the research sample said that they need character-peer counselors very much. If the distribution of the data seen from the midpoint on the number 90. A recurring figure is 89. Standard Error is 0.6589; it means in a small category. The smaller the sample the more accurate our SE representative of the population, then the better the sample can be representative of the population, these data can be applied to the students at Unimed. It means that the more accurate the data about the needs of the character-peer counselors at Unimed.

Based on the above data the researchers carried out to do a personality test in order to select students who deserve to be peer counselors. 100 candidates from various study programs at Unimed, then it was determined that there are 40 participants or the candidates from any study program at Unimed. (Sample test results report is in the appendix 2).

Furthermore, researchers held a workshop to build character through a model of peer counselors BMB3 strategy with the following steps:
Through BMB3 strategy, the highest score of the character is respectful character, then care, responsibility, honest, citizenship, and the last is fair. The model developed in this study can increase the respect for the character of others, caring, responsible, trustworthy, and fair citizenship.

Through BMB3 strategy, the strategy aspect of the highest influence on the formation of the first character through action strategy, meaning that the participants in a position to act, meaning that the participants had wanted to take action to develop the 6 pillars of character. The next two strategies with the touch feeling of listening to the video "Yours Meditations On Parent" means through the strategies shared in the events that occur in the character of the students in the video. The third strategy then invited the participants to determine the attitude that should be done for the development of 6 characters. Fourth is responsible for strategy, participants are invited to be responsible for the development of six pillars of character apparently weak student response strategy among others. This can occur because of a reluctance to take risks, and with reasonable training time of the day when students sense of responsibility is not optimal. Strategy that is felt in the final sequence was thinking. This happens because at the beginning of the training, participants were provided with pocket book 6 pillars of character, not all students are likely to read.

Based on the result of the factor analysis, it was found that the scores derived factor X62 (citizenship - competence) is an indicator to determine the most dominant character. Means the competence to act as citizens is a big influence on the character of peer counselors. While the weakest indicator is X65 (citizenship - commitment), meaning that the willingness to be good citizens is very weak.

The Character-Peer Counselors models in Unimed begins with respect and honest character, then it was supported by competence as good citizens, responsible. The Peer counseling services is implemented by using the guidelines or rules, enforced impartially. Peer counselors play their role happily. It can be seen briefly in Figure1.
CONCLUSIONS AND SUGGESTIONS

Conclusion
(1) The university students’ need for character-peer counselors is very high.
(2) Character-peer counselors at Unimed play an important role in helping troubled students under the control of the counseling lecturers in UPBK Unimed.
(3) Character-Peer counselors conduct the principle to implement the principle of the service.
The mechanism of the character-peer counselors service, planning and implementation services are reported to the counseling lecturers in UPBK Unimed.

Through BMB3 strategy, which has the highest character appearance respectful character, then caring, responsible, trustworthy, citizenship, and the last is fair.

The developed model in this study can increase respectful character from the character, honest, implemented with the character of good citizenship and a sense of responsibility, with respect to fairness. Peer counselors look happily in carrying out their role.

The result of the factor analysis shows that the most dominant indicator determines the character is a peer counselor competence or ability as a good citizen. While the weakest indicator is peer counselors' eagerness to be active and good citizens.

2. Suggestion

(1) It is suggested the empowering peer counselors is implemented in all faculties.

(2) University leaders, faculty, department and study program support the implementation of peer counseling in Unimed.

(3) Coaching system at the level of students at the University have to regard the empowering peer counselors as a part to considered.

DAFTAR PUSTAKA


THE CHARACTER BUILDING UNIVERSITY