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Seminar Internasional
Forum FIP- JIP se Indonesia

MEDAN, 29 - 31 Oktober 2013

BUKU 3
MAKALAH
Sumbangan
Jurusan:
BK, PLS, PGSD, dan PL

T e m a :
PENGUATAN ILMU PENDIDIKAN UNTUK
MENGHASILKAN LULUSAN TERDIDIK DALAM
IMPLEMENTASI KURIKULUM 2013



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PROCEEDING

**Buku 3 : Makalah Sumbangan
Jurusan : BK, PLS, PGSD dan PLB**

**SEMINAR INTERNASIONAL
FORUM FAKULTAS ILMU PENDIDIKAN - JURUSAN ILMU PENDIDIKAN
(FIP-JIP) se INDONESIA
29-31 Oktober 2013**

**Te m a:
PENGUATAN ILMU PENDIDIKAN UNTUK MENGHASILKAN LULUSAN
TERDIDIK DALAM IMPLEMENTASI KURIKULUM 2013**

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Prof. Dr. Yusnadi. MS.
Drs. Wildansyah Lubis, M.Pd.**

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THE Character Building

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Forum FIP-JIP se-Indonesia, 29 - 31 Oktober 2013
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Implementasi Kurikulum 2013

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KATA PENGANTAR

Assalamu'alaikum Wr. Wb.

Puji syukur kita panjatkan kehadirat ALLAH SWT, karena dengan seizin-NYA kita dapat melaksanakan Forum FIP-JIP se-Indonesia yang dirangkaikan dengan Seminar Internasional berlangsung dari tanggal 29 s.d 31 Oktober 2013 di Medan yang pada tahun ini dipercayakan kepada FIP Universitas Negeri Medan sebagai tuan rumah.

Forum FIP-JIP pada tahun ini merupakan pertemuan yang istimewa mengingat bahwa pada tahun ini pula Kurikulum 2013 mulai diberlakukan. Ide-ide dan sumbangan pemikiran dalam rangka pengembangan pendidikan terutama pendidikan karakter bagi generasi muda dalam rangka menyongsong generasi emas 2045. Forum Fakultas Ilmu Pendidikan - Jurusan Ilmu Pendidikan ini sangat berarti bagi kemajuan pendidikan yang akan memberi corak dan warna pendidikan masa yang akan datang.

Buku Preceeding ini terdiri dari 3(tiga) Buku. Buku 1, memuat Makalah Utama terdiri dari Makalah dari Luar Negeri, Makalah Wajib, dan Makalah Terseleksi dari masing-masing Jurusan, Buku 2 dan Buku 3 adalah Makalah Sumbangan dari masing-masing Jurusan. Semoga Proceeding Seminar Internasional Forum FIP-JIP Se-Indonesia ini dapat mencapai tujuannya dengan memberi peluang jalan penyelesaian permasalahan pendidikan kita.

Namun demikian Panitia menyadari Proceeding ini jauh dari sempurna, untuk itu dimohon saran perbaikan dari pembaca, kelak dikemudian hari kita raih kesuksesan yang lebih bermakna.

Wassalam.

Panitia.

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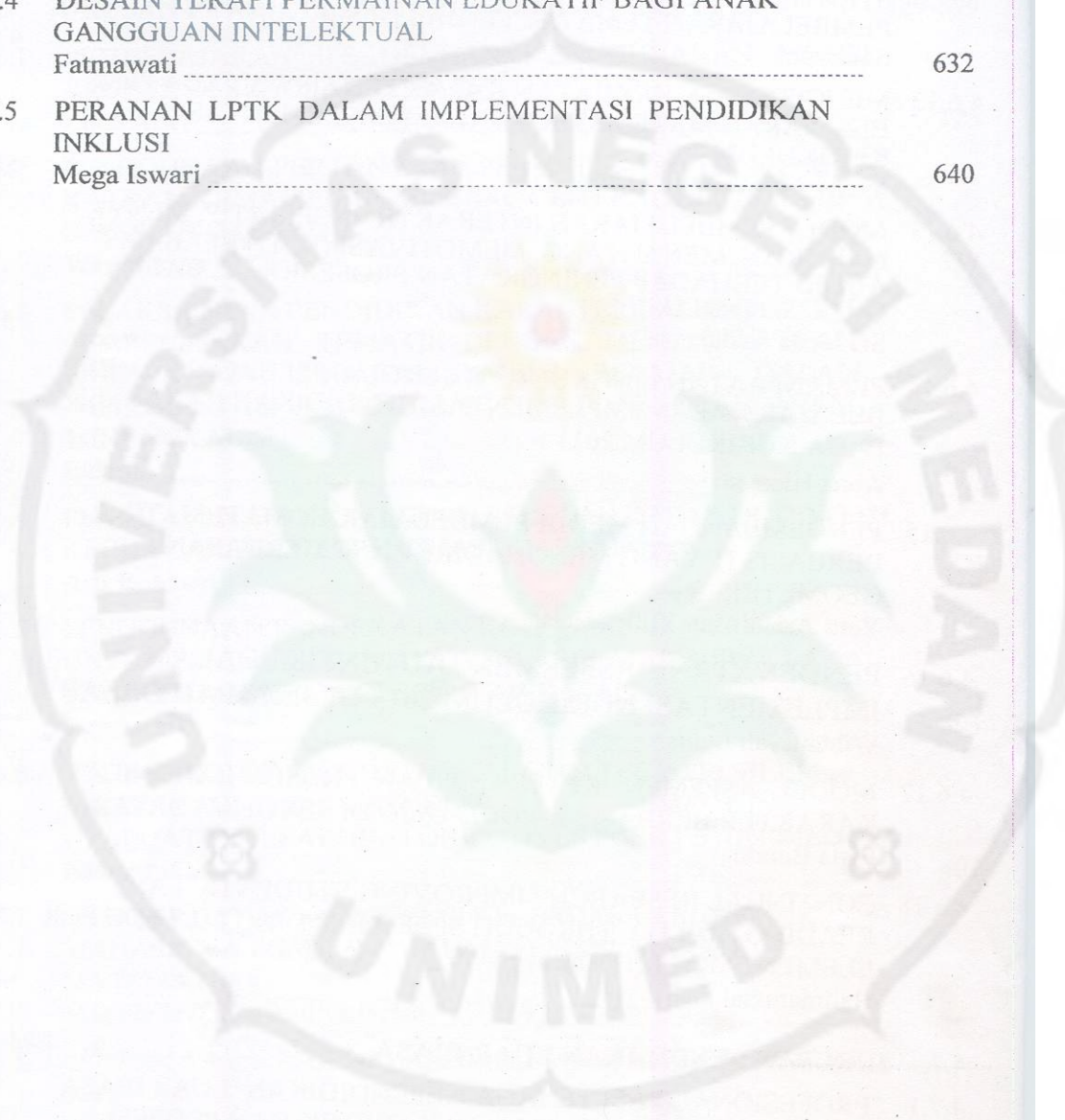
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A CHARACTER- PEER COUNSELOR MODEL THROUGH BMB3 STRATEGY AT UNIVERSITAS NEGERI MEDAN

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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 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 all of 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 friend 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, Behaving, 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 the 6 pillar of haracter program, namely (1) honest, (2) Sincere, (3) fair, (4) care, (5) esponsibility, 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 everybody 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 students 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 pro- active 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 Judy A. Tindall & H. Dean Gray (1985) peer counseling is a counseling service provided by their peers (age / equal education level) who had been given training to become peer counselors who are expected to provide assistance either individually or in groups to his friends who are troubled or experiencing various obstacles in its development. Peer counseling is not a professional person in the field of counseling but they are expected to be an extension of the professional counselor,

develop a mutual network that gives positive encouragement. Peer group provides an opportunity for teens to help others, and encourage teens to teens assess new values and new perspectives. Laursen further asserts that positive stated that positive peer group allows teens feel welcome, teenagers do catharsis, and their background search for identity. (Shertzer & Stone, 1981). Laursen (2005:138) Being university student is a kind of full secret life with the strong sense of the need period, as a source of obtaining self-esteem, protection from the adults' coercion.

Hamachek declared (in Shertzer & Stone, 1981), peer groups can be used as a substitute for the family, it may serve to stabilize the influence during the transition The character-Peer counselors is so important. This is suitable with what

harm the community, the nation and the State.

(e) against any violence in solving problems, (f) act firmly against harmful things that one and another in maintain in the environment, volunteering for the shake of people, actively participate in managing community and preserve the environment, (d) help (b) cooperate in providing and maintaining facilities and public convenience, (c) Citizenship nature are : (a) democratic, give constructive ideas and maintain peace, sustainability of life and the environment. The characteristics of Students Having

A good citizen would participate actively in maintaining continuity and in person in front of the team.

Appreciation does not always mean a bonus of praise, it can be a kind of saying thanks easy to give up and keep trying to be successful. (h) be diligent to appreciate. condition friends, team members, lecturers, and office conditions at Unimed, (g) is not future, (f) do their best at all times. Care for conditions such as : care about the responsible with the mistakes he/she has made and will not do the same mistake in the plan everything before implementing it, (e) dare enough to apologize and be lecturers, parents, and boarding house mates, (c) have a sense of service oriented, (d) and does. Do what he/she has said, (b) be communicative, friendly to friends, characteristics of responsible university students are: (a) be aware of what he/she says responsible, then there are others who impose that responsibilities. The Every human being must be burdened with responsibility. If he does not want to be Responsibility is natural. It means that it has been already a part of human life.

sense of pity and sympathy. suffering from disasters, difficulties that are aggravating circumstances and evoke a

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 are 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.

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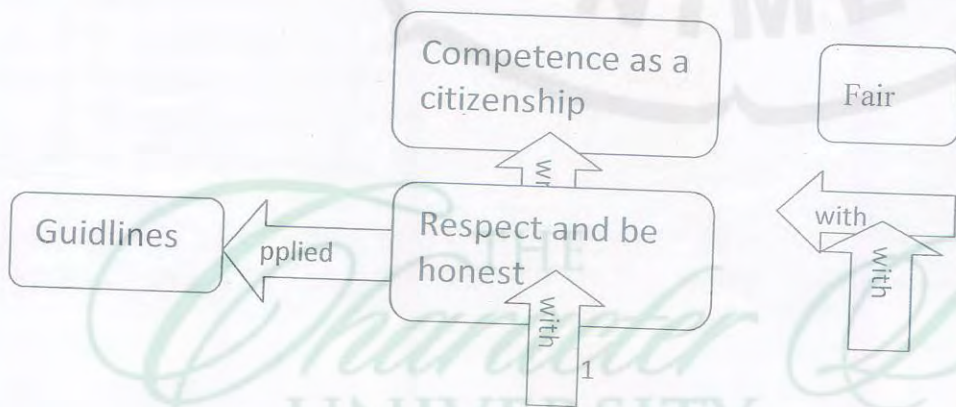
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Based on the result of the factor analysis, it was found that the scores derived factor X62 (citizenship - competence) is an indicator to determine the most dominant character. Means the competence to act as citizens is a big influence on the character 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 Figure 1.



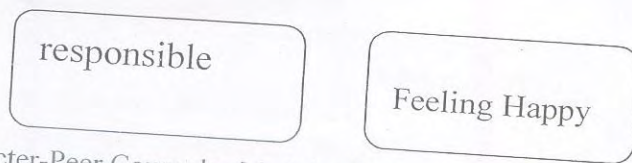


Figure 1. Character-Peer Counselor Model at Unimed

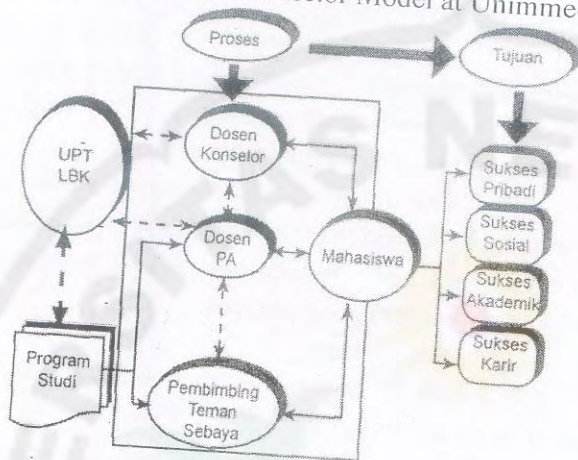


figure 2.

The Mechanism of Academic Guidance at the Guidance and Counseling Unit (UPBK) Universitas Negeri Medan

The peer counselors community is a kind of community that is available in Counseling Services Unit (UPBK). Peer counselors in providing services that help deliver results has been carried out during counseling counselor lecturer in the Faculty to get the control from the counseling lecturers. Peer counselors can also work with academic advisor (PA) of the students who have problems remaining keep the counselor ethics code, such as: keep the clients' secret.

CONCLUSIONS AND SUGGESTIONS

1.

Conclusion

- (1) - The university students' need for character- peer counselors is very high.
- (2) Character-peer counselors at Unimed play 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

- (4) The mechanism of the character-peer counselors service, planning and implementation services are reported to the counseling lecturers in UPBK Unimed.
- (5) Through BMB3 strategy, which has the highest character appearance respectful character, then caring, responsible, trustworthy, citizenship, and the last is fair.
- (6) 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.
- (7) 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 pee 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.

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