

The Application of Group Counselling Guidance As An Effort To Shape Children's Morals In Batang Arah Nagari Tapan

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Abstrack. Based on the implementation of community service activities in Nagari Batang Arah Tapan with a focus on building children's morals through Group Counseling Guidance Services, the results show significant success. Through an interactive process in groups.15 children managed to gain a deep understanding of good behavior and morals in society. Previously, they had not fully adopted a positive attitude, but through discussion and evaluation of social phenomena, they were able to develop a better understanding of everyday moral values. Children's positive response to the material and their collective commitment to implementing this learning into action indicates the potential for a sustainable positive impact in promoting good morals and behavior in their community. Thus, this activity provides real benefits in shaping children's morale and encouraging the adoption of positive values in everyday life in a sustainable manner.

Keywords: Moral Formation, Group Guidance.

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INTRODUCTION

Human beings are born into the world in a state of fitrah, like a blank sheet of paper. To give color and strokes, the intervention of their environment is needed, such as from parents (family), society, and the natural surroundings. One of the fundamental needs of humans is education. Education is a crucial pillar for every individual, regardless of the dichotomy between formal, non-formal, or informal education. Education occupies the first and strategic position in nurturing various potentials (Andriati et al., 2023).

One crucial potential that must be developed in every individual, especially children, is moral and religious behavior. This is to mold them into individuals who are strong, accustomed, and mindful of all religious rules and cultural norms taught to them. Education

in moral and religious values serves as a solid foundation and is of utmost importance. When these values are ingrained and instilled in each individual from an early age, it serves as a good foundation for their further life education (Nawawi, 2018).

The moral education crisis in Indonesia is influenced by globalization, where the challenges of globalization not only contribute to the erosion of the nation's noble values, but also hinder the regeneration of leadership that embodies the characteristics of integrity and morality in serving the nation. Moral aspects, which encompass values of politeness sourced from and related to the social, cultural, and traditional context, are essential. When decisions or actions of individuals do not align with prevailing legal norms and are taken without consideration, it can be inferred that these actions reflect a moral crisis within each person (Tohirin, 2020).

Moral refers to the principles of good and bad that exist within an individual. Although morality resides within the individual, it exists within a system of rules. Moral and morality have a slight distinction, as moral pertains to principles of good and bad, while morality is the quality of considering good and bad. Thus, the essence and meaning of morality can be seen in how individuals with morals adhere to and follow rules. One of the most important groups to possess morality is children (Sardiman, 2018).

Children are the successors of families and nations. As the next generation, each child needs proper education to allow their potentials to rapidly develop, grow into individuals with robust personalities, and possess various beneficial abilities and skills (Hamzah, 2020).

Moral is highly important during the developmental stages of children, as having appropriate morals instilled in them enables children to adapt in any environment. Moral values are highly emphasized in today's society, as values that were once aligned with societal norms are gradually becoming misaligned. The increasing obscurity of moral values in their application within communal life, and the fact that children often emulate moral values from sources such as YouTube, Instagram, Facebook, and other social media platforms, has resulted in the erosion of existing moral values, shifting instead towards values often portrayed in social media. This trend has been further exacerbated by the use of social media during the pandemic, which has become a key educational tool. All teaching and learning activities are conducted using the internet, which is widely accessible. Therefore, the importance of instilling moral values in children by educators and parents during this pandemic is essential to ensure children adhere to religious and ethical values (Florida et al., 2012).

Moral reasoning is crucial for children as it helps them avoid negative influences from their environment. Children with higher moral reasoning are less likely to engage in antisocial actions or dishonesty. Hence, moral reasoning aids children in making responsible decisions and actions, safeguarding them from negative influences and promoting appropriate behavior in society (Sardiman, 2018).

To develop a child's character, it's important to recognize that character formation is not solely the school's responsibility; it involves families and communities at large. Collaboration between schools, families, and communities is vital to consistently apply moral values and positive character traits in a child's everyday life. School activities like extracurricular programs, social projects, and value-based activities can be effective means

to facilitate interactive and engaging character development that aligns with each developmental stage. Consequently, children will have a solid moral foundation to guide them through various situations in the future (Karwono & Mularsih, 2018).

Imparting moral education to children is expected to transform their behavior. When they mature, they become responsible and respectful individuals who can cope with the rapidly changing challenges of their time. This underscores the vital role of moral values as a tool for transforming Indonesian society, enabling them to excel in various fields such as emotional intelligence, social skills, spirituality, physical abilities, logic, music, linguistics, and special talents. Parents (teachers) play a role in imparting the best values that align with the current era, making sure that the learners (elementary school children) are like arrows released from a bow able to face and overcome challenges while maintaining good and noble moral values (Jannah, 2012).

In promoting moral values, there's a need for moral advocates who persistently and unwaveringly promote moral education despite challenges, unfavorable environments, and destructive circumstances. Continually advocating for moral education can help transform universal values that respect others (Ananda, 2017).

Observing the ideal phenomenon and conditions of adolescents as the next generation, early instillation and serious management of moral values are necessary. This should be carried out through well-planned strategies and quality programs, ensuring adequate class hours, clear programs, effective teaching techniques, and sufficient facilities. If executed effectively, this will yield a generation with good morals, noble character, ethical behavior, empathy, and responsibility. Thus, rather than witnessing violence and conflicts, we would observe acts of mutual assistance, compassion, empathy, honesty, and responsibility. Insulting, berating, or belittling others wouldn't be tolerated, as it's considered a violation of moral values (Ananda, 2017).

These descriptions emphasize the importance of moral education for the beloved next generation of our nation. The challenge lies in the timing of implementation. Is it now? Tomorrow? Or the day after? Unfortunately, our society often behaves contrary to this notion. From a young age, we teach and train our children to be dishonest and lack self-confidence. Unconsciously, we are doing them a disservice. For instance, when our child bumps into a table, we say the table is naughty or wrong, while striking the table. This teaches the child to be dishonest and always blame others. If this behavior persists, they may grow up to be individuals who consistently shift blame to others and never admit their mistakes or apologize. This even extends to ridiculing and blaming others, even when those individuals are more intelligent. This is why morality is crucial (Syaparuddin, 2020).

Moral and character education are essential aspects of children's development. In this modern era, amid social, technological, and cultural changes, molding children's morals presents a progressively complex challenge. The Nagari Batang Arah Tapan, as a rural community, is not exempt from these changes. Hence, implementing group counseling as a means of cultivating moral values among children in Nagari Batang Arah becomes crucial. To achieve positive moral attitudes or values, appropriate techniques and methods are necessary. Therefore, the application of group counseling as a means to foster moral values in rural areas is a significant consideration.

Group counseling is a counseling service held in a group setting, where members interact to enhance understanding, knowledge, skills, values, and attitudes beneficial for individual development within the group (Juliawati, 2014). Within group counseling activities, people gather to discuss and share experiences, promoting mutual learning and the development of positive attitudes and habits (Yandri et al., 2019).

Leveraging group dynamics in group counseling activities to address topics beneficial to group members is vital for the development of social skills, especially communication abilities, while encouraging the development of values, thoughts, perceptions, insights, knowledge, and attitudes that contribute to more effective behaviors (Ulandari & Juliawati, 2019). Through group counseling activities, it's expected to gain deeper insights into factors influencing children's moral development in the Nagari Batang Arah Tapan area, providing a solid foundation to design more targeted and effective counseling programs to enhance children's moral awareness and positive contributions to society as a whole.

LITERATURE REVIEW

Counseling is a process in which a trained counselor assists individuals in exploring and addressing personal, emotional, psychological, or behavioral challenges (Hidayah et al., 2022). This guidance involves providing support, guidance, and strategies to help individuals understand their feelings, thoughts, and behaviors, as well as developing coping mechanisms and solutions for various life issues. The goal is to enhance self-awareness, personal growth, and well-being. Counseling can be conducted in various formats, including individual sessions, group sessions, and workshops, and covers a range of topics such as stress, relationships, career decisions, mental health, and others.

Meanwhile, children's morality refers to the principles, values, and ethical standards that guide their behavior and decision-making (Febriyanti et al., 2022). Moral development in children involves a gradual internalization of social norms, empathy, and an understanding of right and wrong. This includes their ability to distinguish between actions considered morally acceptable and those that are not. Cultivating positive moral development in children is crucial for shaping their overall character and their ability to interact responsibly and ethically within society. Parents, caregivers, and educators play a significant role in instilling these moral values and assisting children in developing a strong moral compass.

METHOD

The method used in its implementation includes formation, transition, core activities, conclusion, and closure. In the formation stage, a number of individuals come together as a group ready to develop group dynamics to achieve shared goals. This stage involves self-introduction, engagement, and inclusion of group members in group activities. In this phase, the group leader explains the meaning and objectives of the group activities, outlines the methods and principles of the activities, facilitates mutual introductions and self-expression, and initiates warm-up games and acknowledgments for group members.

Moving on to the transition stage, its purpose is to shift the group from initial activities to the next phase, which is more focused on achieving the group's objectives. In

this stage, the group leader explains the upcoming activities, assesses whether the members are ready for the next activities, discusses the current atmosphere, and enhances members' engagement if necessary, sometimes revisiting aspects of the initial stage. Once the transition phase is complete, the group proceeds to the core activities.

During the core activities stage, the group discusses a topic related to the formation of children's morals. Each member plays an active role in expressing their opinions on the topic. The topic is explored in depth, comprehensively, and thoroughly. Each group member is trained to think critically, analyze, systematize, and think logically, so that the discussed ideas can become ingrained in each member and be applicable.

Following the core activities stage, the conclusion stage allows the group to reflect on what has been done and achieved. Group participants are asked to reflect on the discussion activities they've just participated in. During this stage, the group leader and members share their impressions and outcomes of the activities and express their messages and hopes for the future based on the activities.

After completing the formation, transition, core activities, and conclusion stages, the final phase is the Closure. The closure stage marks the end of the entire sequence of activities, and the group plans for future activities. During the discussion of meeting frequency, the timing and number of future meetings are decided. Meanwhile, the discussion of group success focuses on the commitment of group members to carry out agreements made together.

This research was conducted in the village of Batang Arah Tapan in the 2023 academic year. The research was carried out from July 15th to July 17th, 2023. The sequence of activities conducted is depicted in Figure 1 below.

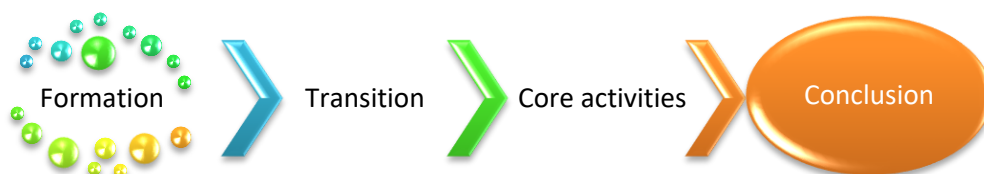


Figure 1 Flow of Activities

RESULTS AND DISCUSSION

The results of community service activities carried out on the children of Nagari Batang Arah Tapan through Group Counselling Guidance Services as an effort to shape children's morals produced several significant things. A total of 15 children from Nagari Batang Arah Tapan participated in the Group Guidance Service programme.

This activity provides great benefits to the children of Nagari Batang Arah Tapan by increasing their understanding of correct behaviour and moral values.

Before participating in this program, the children had not fully reflected good or polite behaviour.

During the group guidance service sessions, the children were introduced to various social phenomena that occur in the community. They were then encouraged to use critical thinking skills in assessing these phenomena in relation to the behaviours that had been

discussed. Overall, the children gained new understanding, new insights and new skills on how to behave well and moral values in their environment.

The children of Nagari Batang Arah Tapan felt very enthusiastic about the application of group counselling as an effort to shape children's morals, and they hope that there will be follow-up activities with different topics of discussion.

Together, the children of Nagari Batang Arah Tapan are committed to applying the new knowledge, understanding, insights, and skills they have gained to demonstrate positive behaviour in the community. This commitment aims to reflect good moral character.

In the implementation of community engagement activities focused on the moral formation of children in Nagari Batang Arah Tapan through Group Counseling Services, there are five stages undergone: group formation, transition to the next stage, in-depth core activities, reflective conclusion, and closure with future activity planning. Through this approach, the activities have successfully generated significant positive impacts. A total of 15 children from Nagari Batang Arah Tapan participated, and the results demonstrate that this initiative provides a deeper understanding of good behavior and morals within society. Previously, the children weren't fully embodying positive attitudes and behaviors, but by utilizing critical thinking and assessing societal phenomena, they acquired new insights and skills for positive behavior. In conclusion, this endeavor has effectively brought tangible benefits to the moral formation of children in Nagari Batang Arah Tapan and fostered a collective commitment to applying positive values in their daily lives.

By concentrating on the moral development of children through Group Counseling Services, the community engagement activities in Nagari Batang Arah Tapan have yielded compelling outcomes. The active participation of 15 children in this group attests to the success in conveying an in-depth understanding of good behavior and morals. Prior to their involvement in this initiative, the children hadn't fully embraced positive behavioral attitudes, but through discussions and evaluations of societal phenomena, they managed to enhance their comprehension of moral aspects in their daily lives. The positive response of the children to the material on the application of Group Counseling Services as a means of moral formation indicates the need for further activities with different focus topics. The collaboration and collective commitment of the children to implement these lessons in tangible actions reinforce the belief in sustained positive impacts in advancing ethics and good behavior within their community.





Figure 2: Group Counselling Process

CONCLUSION

Based on the implementation of community service activities in Nagari Batang Arah Tapan, with a focus on the formation of children's morals through Group Counseling Guidance services, the results show significant success. Through an interactive process within the group, 15 children have successfully gained a profound understanding of good behavior and morals within society. Previously, they hadn't fully adopted a positive attitude, but through discussions and evaluations of social phenomena, they were able to develop a better understanding of everyday moral values. The positive responses of the children to the material and their collective commitment to implementing this learning into real actions indicate the potential for sustained positive impact in advancing morals and good behavior within their community. Thus, this activity provides tangible benefits in shaping children's morals and encouraging the continuous adoption of positive values in their daily lives.

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