APPLICATION OF INFORMATION SERVICES TO IMPROVE GOOD CHARACTER IN CLASS X STUDENTS AT SMA NEGERI 10 MEDAN

Aulia Morisca*[1], Zaharuddin Nur[2]

Universitas Muhammadiyah Sumatera Utara

Email: aulia@gmail.com

Corresponding Author's * Aulia Morisca

Abstract

In general, the age of students is the age of character formation. The better the child's character, the more advanced his educational thinking and behavior will be. Character is what must be prioritized in schools, because character aims to shape humans into an advanced and modern era, character also encourages a developing mindset. Information services are services that attempt to cover individual deficiencies in required information. The aim of this research is to improve good character in class The research technique used was a simple random sampling technique, in two cycles, where the first cycle was planning and ended with the second cycle with the evaluation stage. Meanwhile, to obtain information data from the results of this research, the researcher used a questionnaire distribution which will be a comparison of before the service was implemented and after the service was implemented, which is in the form of a simple percentage. . The results of distributing and collecting questionnaire data in the first cycle were with an average value of 63.81 (low), then distributing and collecting questionnaire data again in the second cycle with an average value of 96.06 (high), it can be understood that the implementation of the service Information to Improve Good Character in Students at SMA Negeri 10 Medan for the 2022/2023 Academic Year increases.

Keywords: Information Services, Good Character.

INTRODUCTION

Education is important and must always be present in an individual's life. If there is no education, a person will not be able to develop and be cultured, besides that life will not progress, and can even experience failure and setbacks. Therefore, it cannot be denied that education is very necessary in an individual's life. Every individual almost needs education to improve their quality of life. One education that is very necessary is

character education, because in life a person not only needs material things, but also needs character and morals.

Government Law of the Republic of Indonesia no. 20 of 2003 states that regarding the concept of education, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential in the form of religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. , nation and state. Character education is an effort made by school officials, even together with parents and community members, to help children and teenagers become caring, confident and responsible.

In accordance with the function of National Education as regulated in Law no. 20 of 2003 concerning the national education system stipulates that national education functions to develop abilities and shape the character of the nation and a dignified civilization, in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, with noble character. , healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In general, the age of students is the age of character formation. The better the child's character, the more advanced his educational thinking and behavior will be. Character is what must be prioritized in schools, because character aims to shape humans into an advanced and modern era, character also encourages a developing mindset. The character of students in high school is usually already formed or has been formed, and their development is adapted to the surrounding environment. According to Muhammad Ali (2013:9) in Ariki Zufadly's thesis entitled "The Influence of Information Services on Understanding the Self-Character of Class does not feel that he is below the level of that big person but feels the same, or at least the same".

Children with good character will grow into adults who are able to make good and fair decisions and are willing to take responsibility for each decision. In this case, schools as educational institutions must also develop good character in every child. From adults to children, the nature of both is different. Even if a student currently has bad traits, either because of the environment, his friends, or when he was young.

This bad character is often manifested in everyday life. In accordance with the statement (Evinna Cinda Hendriana, Arnold Jacobus 2016: 10) in the journal entitled

"Implementation of Character Education in Schools Through Example and Habituation" states that good character essentially aims to build a nation that is strong, competitive, characterful, ethical, tolerant. , mutual cooperation, patriotic, dynamic development, science and technology insight, all of which are imbued with faith and piety. For one God based on Pancasila. Good character values include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievements, friendly/communicative, love of peace, like to read, care for the environment , social awareness, and responsibility.

The results of observations conducted by researchers at SMA Negeri 10 Medan, there are still many who do not show good character, such as students who still have minimal politeness towards teachers, a lack of students who apply discipline towards school regulations, students who do not respect their peers, and there are students who wearing a uniform that does not comply with school rules. Therefore, guidance and counseling teachers have a very important role in improving students' good character.

With guidance and counseling at school, it can help teachers and students to improve good character in students. The many guidance and counseling services that can be used are one solution to improving good character in students. In guidance and counseling there are ten types of services that can be provided to solve problems experienced by students, namely orientation services, information services, content mastery services, placement and distribution services, individual counseling services, group guidance services, group counseling services, mediation services , and advocacy services. However, based on the identification of problems experienced by students, the researcher took one of the services to improve good character in students by using information services. Information services are services that provide students with knowledge of data and facts about information, school, work, social development, so that by learning about their environment, they can organize and plan their own lives better. (Muchtar & Suryani, 2019:107)

From the problems above, researchers have an alternative to this problem, namely by implementing information services to improve good character in students, so that the potential of the student's character is awakened. So that students' character values develop a sense of religion, high tolerance, discipline, creativity, independence, democratic thinking and great curiosity.

Information services are one type of service present in guidance and counseling which has an important role in implementing counseling activities. This service provides important information to individuals or service participants who need it. Information services are services that attempt to cover individual deficiencies in required information. According to (Tohirin, 2015:57) in a journal written by Ria Hayati entitled "Implementation of Intelligent Character Education in Classical Format in Information Services" states that the meaning of information services is to equip students with knowledge and understanding of their environment and the process of developing young people. This information service can equip students with various types of knowledge so that they are able to make the right decisions to overcome the problems they face.

By implementing this information service, it is hoped that the guidance provided can be conveyed well so that it can improve good character in students. From the background that has been described based on the problems and circumstances, it still needs to be researched, thus the researcher is interested in researching research entitled "Implementation of Information Services to Improve Good Character in Class X Students at SMA Negeri 10 Medan Academic Year 2022/2023".

METHOD

This research method is a descriptive qualitative method. Researchers used data collection techniques using interviews and observation. The type of service used is information service. Information services are guidance services that enable students and other parties who can have a big impact on students in receiving and understanding information that can be used as material for thinking and making decisions in their daily lives as students, family members and the community.

In this study, a simple random sampling technique was used, which is a technique used in data analysis to select samples randomly from the population as a whole. In this method, each member of the population has an equal chance of being selected as part of the sample.

RESULT AND DISCUSSION

Implementation of Information Services to Improve Good Character in Class X Students at SMA 10 Negeri Medan for the 2022/2023 Academic Year.

Cycle I

The distribution of questionnaires was carried out in two meetings based on cycles, and in this first cycle the distribution of questionnaires became a benchmark for the distribution of subsequent questionnaires. Conducted in class X E 4 with 14 indicators and 28 question items.

Table 1 Data on Respondents' Answers

NO	SYMBOL NAME	SCORE	CATEGORY
1	AN	80	Medium
2	AA	60	Low
3	ADSO	74	Medium
4	AS	79	Medium
5	AN	80	Medium
6	AA	81	Medium
7	APW	50	Low
8	CN	53	Low
9	DH	54	Low
10	HHM	60	Low
11	HS	63	Low
12	KGS	70	Low
13	KWI	71	Low
14	MAF	55	Low
15	MAI	58	Low
16	MFS	49	Low
17	MHR	52	Low
18	MRFN	57	Low
19	MRS	62	Low
20	NMC	66	Low
21	NFAN	61	Low
22	NA	51	Low
23	NSR	59	Low
24	NS	68	Low
25	NPS	64	Low
26	RPC	69	Low
27	RFTF	67	Low
28	RAR	55	Low
29	RN	56	Low
30	SB	59	Low

31	SRR	74	Medium
32	VRH	88	Medium
33	ZF	61	Low
Nilai Rata Rata		63,81	Low

The results of the questionnaire above are added up in the form of percentages in a table. The way to add up the percentages is; The frequency results per(/) number of students are put into percent form so that the total percentage results of the total number must be 100%. The percentage results are as follows:

Table 2 Categories of Good Character

Interval	Category	Frequency	Percentage
>118	Very High	0	0
117-95	High	0	21%
94-72	Medium	7	79%
71-49	Low	26	0
<49	Very Low	0	0
Total		33	100.00%

The implementation of information services in this research uses PowerPoint with the theme "Improving Good Character", the contents of PowerPoint in the implementation of information services are as follows:

The first slide explains the meaning of character

Good character is a system of instilling moral values which includes components of knowledge, awareness or will, as well as actions to implement these values both in relation to God Almighty, as well as towards oneself, other people, the environment and nationality. . A Greek philosopher named Aristotle described good character as living by carrying out correct actions in relation to oneself and others. Aristotle reminds us of what we tend to forget nowadays. A virtuous life includes self-oriented virtues (such as self-control and moderation) as well as other-oriented virtues (such as generosity and compassion), and these two types of virtue are related.

The second slide explains Good Character Indicators

1. Politeness: speaking politely and respectfully to other people, such as using expressions of thank you, excuse me and sorry.

2. Empathy: being able to understand other people's feelings and points of view. Showing concern for what they feel and experience.

3. Warmth: shows a sense of familiarity and friendliness in social interactions.

4. Tolerance: respecting differences in opinions and views, without judging or imposing personal views on others.

5. Listen carefully: give your full attention when talking to others, without interrupting or interrupting.

6. Communicate honestly: speak honestly and openly without hurting other people's feelings.

7. Collaborate: collaborate with others in a team spirit, supporting and helping each other.

8. Helping: offering help when others need it, without expecting anything in return.

9. Communicate with understanding: adapt the way of communication to the situation and characteristics of the person you are talking to.

10. Respect privacy: respect other people's privacy and boundaries, do not interfere in their personal affairs without permission.

11. Avoiding conflict: seeking peaceful ways to resolve differences of opinion or problems without increasing tension or conflict.

12. Obeying norms and rules: obeying social order and regulations, showing a sense of responsibility as an individual

13. Respect diversity: respect the diversity of cultures, religions, races and backgrounds of other people.

14. Respect time: respect time, the time set must be kept and obeyed so that you have time management.

The third slide explains the Goals of Good Character

1. Formation of rational, mature and responsible thinking among students.

2. Formation of a commendable mental attitude.

3. Teach students social sensitivity.

4. Formation of an optimistic outlook on life.

5. Formation of emotional intelligence.

6. Formation of loving, caring character, etc.

The fourth slide explains the characteristics of good character.

1. Trustworthy.
2. Caring.
3. Be honest.
4. Sincere.
5. Be brave.
6. Respect and care.
7. Be responsible.
8. Good citizenship.
9. Persevere.
10. Have high integrity.

The fifth slide explains the components of good character

1. Moral knowledge, there are many different types of moral knowledge that we need to draw on as we relate to the moral changes of life. There are six aspects, the following are aspects that stand out as the desired goals of character education.

    a. Moral awareness

    b. Know moral values

    c. Determination of perspective

    d. Moral thinking

    e. Decision-making

    f. Knowledge

2. Moral feelings, the emotional side of character have been neglected in discussions about moral education, even though they are very important. How much we care about being honest, fair, and decent toward others clearly influences whether our moral knowledge leads to moral behavior. The following aspects of moral emotional life warrant our attention as we try to educate good character.

    a. Conscience

    b. Pride

    c. Empathy

    d. Love good things

    e. Self control

    f. Humility

3. Moral actions, to truly understand what motivates someone to perform a moral action or prevents someone from doing so we need to look at three other aspects of character:

  a. Competence

  b. Desire

  c. Habit

Observation

At this stage, the activity carried out is to make observations in the implementation of actions through the observation sheet that has been prepared. Observations are carried out during the service delivery process.

Reflection

In this reflection stage, students are assessed by assessing students' understanding during the action, whether students have been able to improve their good or bad character. This stage is an important activity, because it examines, reviews and considers the results obtained, so that the desired results are implemented optimally. And based on students' understanding, during the actions carried out, students are able to improve their good character.

Cycle II

The distribution of questionnaires was carried out in two meetings based on cycles. Conducted in class X E 4 with 14 indicators and 28 question items.

Table 3 Data on Respondents' Answers

NO	SYMBOL NAME	SCORE	KATEGORI
1	AN	101	High
2	AA	91	Medium
3	ADSO	101	High
4	AS	102	High
5	AN	95	High
6	AA	105	High
7	APW	91	Medium
8	CN	90	Medium
9	DH	89	Medium
10	HHM	107	High
11	HS	98	Medium

12	KGS	94	Medium
13	KWI	84	Medium
14	MAF	101	High
15	MAI	95	High
16	MFS	94	Medium
17	MHR	91	Medium
18	MRFN	99	High
19	MRS	96	High
20	NMC	92	Medium
21	NFAN	92	Medium
22	NA	103	High
23	NSR	94	Medium
24	NS	87	Medium
25	NPS	104	High
26	RPC	100	High
27	RFTF	97	High
28	RAR	94	Medium
29	RN	96	High
30	SB	94	Medium
31	SRR	102	High
32	VRH	102	High
33	ZF	89	Medium
Nilai Rata Rata		96,06	High

The results of the questionnaire above are added up in the form of percentages in a table. The way to add up the percentages is; The frequency results per(/) number of students are put into percent form so that the total percentage results of the total number must be 100%. The percentage results are as follows:

Table 4 Categories of Good Character

Interval	Kategori	Frekuensi	%
>118	Sangat High	0	0
117-95	High	17	52%
94-72	Medium	16	48%
71-49	Low	0	0
<49	Sangat Low	0	0
Jumlah		33	100.00%

From the results above, it shows that students' good character has increased due to the implementation of information services and the distribution of questionnaires and data processing shows increasing changes. And the results above will be confirmed through interviews with guidance and counseling teachers.

Observation

At this stage, the activity carried out is to make observations in the implementation of actions through the observation sheet that has been prepared. Observations were made during the process of administering the questionnaire.

Reflection

In this reflection stage, students are assessed by assessing students' understanding during the action, whether students have been able to improve their good or bad character. This stage is an important activity, because it examines, reviews and considers the results obtained, so that the desired results are implemented optimally. And based on students' understanding, during the actions carried out, students are able to improve their good character.

Evaluation

In every research there must be something that is evaluated, as is the case with this research, this research also needs to be evaluated both in terms of the procedures and the results obtained, and at this stage it must also complete whatever the researcher needs to evaluate.

CONCLUSION

Based on research conducted by researchers at SMA Negeri 10 Medan regarding the Implementation of Class X Information Services at SMA Negeri 10 Medan to improve good character in students, the implementation of information services using two cycles with two meetings went well and very smoothly.

This can be seen from the results of implementing information services and collecting questionnaire data which has increased. The results of distributing and collecting questionnaire data in the first cycle were with an average value of 63.81 (low), then

distributing and collecting questionnaire data again in the second cycle with an average value of 96.06 (high).

After implementing this information service, students who initially had low good character improved. Changes can be seen such as: students have started to be polite with teachers and other people, have empathy, warmth, tolerance, respect differences of opinion, communicate honestly, collaborate, help, respect privacy, avoid conflict, obey school norms and rules, and respect time.

Based on the research results, it is known that the application of information services to improve good character in students can help improve good character in class X E 4 students.

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