CHAPTER I

INTRODUCTION

A. Background of Study

Along with the development of the modern era, it gives a great impact on human life, one of them is the mindset of society including people's thinking about education in Indonesia. Many types of developments have emerged in terms of science, technology, industry, economics, and others. It makes educators compete with each other in contributing ideas, whether in the form of a theory of education, opinion, and even new ideas in the world of education to be able to balance and follow advanced education today.

It is hoped that education can form a generation that is knowledgeable and can follow a modern life by applying it through the knowledge he has. Also, other methods are also obtained by building good quality and prestigious education to produce graduates who are by the intended goals. Because a good level of education will be very influential in achieving a high level of economic growth in each country. [1]

In Latin, education comes from the words *E* and *Duco. E* means development from the outside, from within, or from a little to a lot, while *Duco* means developing. Meanwhile, according to Herbert, education is the formation of students who are wanted by educators called *educare.*[2]

It can be concluded that education is the learning of knowledge, skills, and habits of people who are inherited or inherited from one generation to the next generation through teaching, training, and research. Education can also be called a conscious and planned effort in developing the potential of students actively to get spiritual, religious, self-recognition, personality,

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[1]   *Eric A. Hanushek (2005).* Economic outcomes and school quality. *International Institute for Educational Planning.* ISBN 978-92-803-1279-9. Accessed at October 21, 2011.

[2] Tati Saodah Agus Salam R and Rohimin, *Hakikat Pendidikan*, pg. 2

intelligence, noble character, and skills needed for themselves and society through the realization of a learning atmosphere process.[3]

Education often occurs under the guidance of others, but education can also be obtained through his intelligence.[4] The school places where education is carried out and also as a place of infrastructure in the occurrence of the teaching and learning process. Here, students are guided and taught a variety of education from educators. Various things in the world of education are almost taught in schools.

School education institutions are one of the places to improve and develop the potential, skills, talents, and interests of students so that they have good quality in insight into science, skills, discipline, and community life. School institutions as the second place after education in the family and education in the community will later become the third education after education in the family and school is carried out. And thirdly, this education is very sustainable. Because, throughout human life, there will be three educational environments that surround it namely family, school, and society and all three in the world of education are called *Tripusat Education*.[5]

All the education, then, will be born an attitude, behavior, character, and morals which become a science for personal self and others. Meanwhile, the attitude of moral students will be born from a moral school culture while moral school culture grows from the personality of moral educators. So, it can be concluded that schools that have morals are better than schools that have no moral culture. This is formed from the strength of a school institution that adheres to a commitment to build a culture that has morality and strong convictions and beliefs. Because a culture that has a moral will provide good work in growing a moral value school.[6] In this case, school education is also a form of the second foundation in forming a moral attitude after

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[3] Tirtarahardja, Umar dan S.L. La Sulo, *Pengantar Pendidikan*, (Jakarta: Rineka Cipta, 2005), pg. 40-41.

[4] John Dewey, *Democracy and Education*, (The Free Press, 1916/1944), pg. 1–4.

[5] S. Wisni Septiarti, *Peran Pendidik dan Sekolah.....*, pg. 6

[6] Mursidin, *Moral Sumber Pendidikan*, (Ghalia Indonesia, 2011), pg. 19.

education in the family. With education, the ability of a nation can develop and run well by the expected goals and can keep up with the development of advanced times like today by integrating them with educational values.

Even though education is a shared responsibility, education at the school has an important responsibility and role, such as education in the family. Because, children also have a lot of time interacting with friends, teachers, and other people in the school. With this, an effective learning atmosphere can be created and can help to develop students' attitudes, morals, and the mentality they can be disciplined, responsible, and good character. This, of course, in a good and optimal way is also by integrating character education into all disciplines, between learning material and aspects of the curriculum. Thus, the development of each student will not be separated from an environmental influence both psychologically, physically, and socially.

Meanwhile, the most influential in the environment of every human being is a change that occurs in the lifestyle of every citizen, namely changes that come out of their limits and are difficult to overcome and follow up on. Then, it will cause various kinds of behavioral problems and deviant morals. To prevent this, a good personality needs to be developed in the soul of every person so that they have good character.

In building the value of character education, it cannot be done alone. That, still need to get various encouragement in the form of assistance from others. It still takes place in the formation of character education. So, school education institutions try to handle it specifically with the help of a teacher; he is a guidance and counselling teacher. Namely, a teacher who assists in the form of psychological and humanity scientifically and professionally and must strive to be able to create good communication with students in facing life's problems and challenges.[7]

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[7] Dewa Ketut Sukardi, *Proses Bimbingan Dan Konseling Di Sekolah*, (Jakarta: Rineka Cipta, 2008), pg. 6.

Also, the guidance and counseling's teachers also help in providing psychological assistance, self-adjustment, optimal development, independence, career development, and guides guidance to students in discipline to improve school discipline and self. The purpose of the guidance and counseling's teachers is to help students achieve their development tasks including personal, social, learning (academic), and career aspects.[8]

The higher the level of school education, the higher the level of problems it will face. So, the role of guidance and counseling's teachers will greatly help in the formation of a character education towards the noble character and strong character which later becomes the ability to be able to live in peace and shape the world filled with goodness away from actions that are not moral. [9]

Each teacher has their way of channeling the learning material that will be given to their students. Various methods and strategies and tips are used in fulfilling their obligations as teachers. So, roleplaying learning or the sociodrama method aims to solve a problem related to social phenomena, or problems related to relationships between humans such as juvenile delinquency problems, deviant behavior, drugs, and family as they wish without following applicable regulations. Sociodrama also provides various kinds of knowledge about problems in social life and develops the potential skills of students.

It can be concluded that the sociodrama learning method is a role-playing learning model by playing various kinds of characters in real life or solving an unresolved problem. By using a social system that can grow character education in each person individually and together. Sociodrama or earn playing methods can establishment character education because inside there are various kinds of subject matter that study religious values namely

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[8] Ramli dan Elia Flurentin, *Konseling, pendidikan dan latihan Profesi Guru*, (PSG Rayon 15 tahun 2008), pg. 25.

[9] Muchlas Samani and Hariyanto*, Konsep dan Model Pendidikan Karakter*, (Bandung, PT Remaja Rosdakarya 2011), pg. 41.

morals, Islamic history, and other topics.[10]

Along with the reality that exists today, that is, what has happened in State-religious high school three ngawi that the character of each student has been establishing from within the family environment such as at home which then follows where the direction of the child takes it so that it is carried in the school environment. Which is where some of the students experience various family problems (parents), lack of respect, and bad manners. All of this is formed because the main character they get is from the family environment where some families lack the provision of more character education to children so that the character is carried into the school environment. Considering character education is education to shape the moral and ethics of children. So, researchers want to researcher how " The role of guidance and counseling teacher In establishing student's character through the application of sociodrama method in the state- religious high school three ngawi period 201-2019".

B. Problems of Study

From the background discussed above, the researcher concludes the various kinds of problems that solved in this study, including:

1. What is the role of guidance and counseling's teachers in the state – religious high school 3 Ngawi?
2. How is the implementation of character education in the state – religious high school 3 Ngawi?
3. How are guidance and counseling's teachers form children's character through the application of sociodrama methods in state – religious high school 3 Ngawi?

C. Purpose of the Study

From the various kinds of problems above, the aims of this research are:

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[10]   https://alhafizh84.wordpress.com/2010/01/16/metode-sosiodrama-dan-bermain-peranan-role-playing-method/

1. To explore the role of guidance and counseling teacher in the state – religious high school 3 Ngawi?
2. To describe student's character education that applied in **the** state – religious high school 3 Ngawi?
3. To explain the role of guidance and counseling teacher in establishing student's character education through the application of sociodrama method in the state- religious high school 3 Ngawi period 201-2019.

D. Benefits of research

From the results of this study, it will be found how the role of guidance and counseling's teachers in forming children's character education through the application of sociodrama methods. By combining the role of guidance and counseling teacher in establishing student's character education through the application of sociodrama method, it will be able to know the things that are new in the research. So, it is expected that the results of this study can provide benefits both theoretically and practically.

1. Theoretical benefits

   This benefit provides a new thought about the role of guidance and counseling's teachers in forming children's character education through the application of sociodrama methods. Education through the application of this sociodrama method provides several inputs and references for the researchers themselves in carrying out further research related to children's character education values.

2. Practical benefits

   This research is expected to provide benefits (practically) for educators, students, and school educational institutions. In general, this study is expected to provide new thinking for guidance and counseling teacher and is expected to teach students how important moral character, ethics, attitudes, and good morals, as well as a discipline that is always in every student and school environment to establishing student's character education and school and self-

discipline. Meanwhile, for the school as input in improving guidance and counseling services through the application of sociodrama methods.

E.   Writing Systematics

CHAPTER I INTRODUCTION

This chapter contains the background of the problem, the formulation of the problem, the purpose of the problem, the benefits of the problem, and the writing systematic.

CHAPTER II LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter contains the previous literature review and the relevant theoretical framework and related thesis themes.

CHAPTER III RESEARCH METHOD

This chapter contains the research methods used by researchers, namely research design, research approach, subject, location and time of research, data collection techniques, and data analysis techniques.

CHAPTER IV DISCUSSION AND RESULTS

This chapter contains a description of the location of the study and the results of the study.

CHAPTER V CLOSING

This last chapter contains conclusions and suggestion, which conclusions are obtained based on the results of the analysis described in the previous chapters.

While the suggestions are formulated based on the results of the study, which contains a description of what steps need to be taken by the parties related to the results of the research concerned.