Student Character Development: The Implementation of the 2013 Indonesian School Curriculum Strategy

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The 2013 Indonesian School Curriculum development includes the development of characters in an integrated attitude, knowledge and skills competencies. It needs the seriousness of the school in managing student problems. The guidance and counselling provides assistance services to students in an effort to achieve optimal character development. This study aimed to examine in-depth information about how the 2013 Indonesian School Curriculum applied through the student's character development. This study uses a qualitative research approach and case study method. The research procedure consists of six steps by Robert K. Yin. Data analysis techniques in this study include testing the validity of the data, grouping data according to sub-focus, combining data in the form of a matrix or table, or recombining the evidence that has been obtained, and to draw conclusions. This study found that in the 2013 Indonesian Schools Curriculum, issues of assessment consist of attitudes, knowledge, and skills. The 2013 curriculum was very instrumental in developing the character of

students and even their teachers. Based on the information provided by the informants, it can be concluded that the implementation of guidance and counselling program services in the 2013 curriculum has many challenges. Therefore, the school needs to continue to assist in the implementation of this guidance and counselling service program to build student interest. The study shows that in the 2013 Indonesian Schools Curriculum, the planning for guidance and counselling programs on student specialisation services is done to all students. To have the program for counselling and guidance for the student, in the 2013 Indonesian Schools Curriculum also has value of the curriculum with the main essence of the value of character building. Development of guidance and counselling program services can be carried out correctly and provide significant benefits for students. By implementing the 2013 Indonesian Schools Curriculum approach, it makes students very interested in opening up to guidance and counselling to the problems they face.

Key words: *Student's Character Development, Indonesian School Curriculum, Student's Management, School Curriculum Strategy.*

Introduction

School is a place to seek knowledge, and unfortunately, there are still many schools that are not following the wishes and interests of the students (Agung, 2018). Some students feel that schools are filled with conservative teachings; many students feel less informed from outside the environment about the school's interests and talents to be pursued. The results are trapped with the environment, parents and economic issues. Some students who are caught are not in accordance with their interests and talents who feel burdened in learning (Sarros & Cooper, 2006). Parents' desires and economic problems are most dominant in vocational schools; this is why many parents choose certain types of education for their children with the aim of making it easier to get a job. As a result of this demand, children and parents usually compromise so that often a child is educated who is not following their interests or even is not suitable, especially for middle-low economic children (Adams, 2011). Guidance and counselling (GC) provide assistance services to students to achieve optimal development, both concerning personal, social, academic and career aspects. Personnel who are directly responsible for the implementation of this field are GC teachers or counsellors. This field is also related to activities (AR, 2013).

Based on the previous research, it was found that education and employment of the respondents studied were based on the literacy rates for women and men aged 15 to 24 years and access to jobs for those in productive age, as many as 23 % does not match his/her interests. So, there are still results from education with work that is not necessarily following their interests and

talents, thus, choosing the type of education and work itself or on the choices of others, apparently based on the existence of particular demands from outside themselves (Burmansah, Sujanto, & Mukhtar, 2019; Kamaruddin, 2012; Marini, 2017).

In the vocational schools, especially those with management business majors from the Economics Vocational School, there are many problems, one of which is that the number of resignations in schools is quite high each year, with various issues one of which is female students become pregnant, choosing to work rather than attend school and other jobs (Mahirda & Wahyuni, 2017; Soenarto, Amin, & Kumaidi, 2017). These require the role of various schools, especially the role of GC teacher. The role is based on the lack of success of GC in schools or the lack of counselling teachers who are in line with the supposed ratio of 1 GC teacher with the guidance of 150 students (Iswanto, Prihantoro, & Avianti, 2015). Besides, with an increasing number of students, there is also a higher level of the delinquency of students today. Then, more severe challenges will be faced by counsellors in the future. In addition to the increase in students, it turns out that in the field acting as GC, teachers did not pass GC. Electrical teachers, language teachers, and other teachers who are not from the field of GC are also GC teachers. It is also a challenge and will be a joint proposal so that the procurement of GC teachers will be more selective in the future (Ilanlou & Zand, 2011).

The number of GC teachers in Indonesia is currently only around 33,000. To serve approximately 18.8 million junior/MTs (Islamic junior) high school and senior/vocational/MA (Islamic senior) high students, at least 125,572 teachers need GC. It means the lack of GC teachers is around 92,572 people; of the many GC teachers, those with undergraduate GC and counselling professional education were only 418, the others were only undergraduate GC scholars, and some were not undergraduate scholars. The shortage of GC teachers will be felt, with the implementation of the curriculum of 2013; majors in Senior High School/Islamic Senior High School will be eliminated and converted into the specialisation in Mathematics and Science, and the Social and Language fields (OECD, 2016; Rosser, 2018). Consequently, grade IX students at the junior high school/Islamic Senior High School level must be accompanied by a GC teacher to find out the interests that will be explored in senior/vocational/MA (Islamic senior) high school. To ensure the interest of students in senior/vocational/MA (Islamic senior) high school, placement tests will be conducted. If it is considered that students are not following their chosen interest, students can still move to other areas of interest. Because it plays an important role, the GC teacher must be adequately prepared (Subasinghe, 2016). The implementation of the curriculum of 2013 needs to be taken into account maximally and must be appropriately implemented.

The issue of specialisation does not only talk about the subject matter of majors, but the main issues in public schools are also based on students being accepted based on the 'NEM' (Final State Exam) and not on the needs of the talents and interests of the students that are in demand.

If the 'NEM' (Final State Exam) of junior high school is low, students cannot enrol in the desired course according to their talents and interests. Development of the curriculum of 2013 was a continuation of the competency-based curriculum that was initiated in 2004 and KTSP 2006, which included integrated attitude, knowledge, and skills so that there is a need for school seriousness in managing student issues (Burmansah, Rugaiyah, & Mukhtar, 2019; Musyadad & Retnawati, 2017; Subandi, 2014).

Literature Review

School Curriculum Management

School curriculum as a set of plans and systems about the contents and materials to be delivered, as well as methods used to carry out teaching and learning activities at school, becomes guidance to achieve the education goals (Fatayan, Hanafi, & Sari, 2019; Wahyuni, 2016). The educational activity is broadly classified into three domains: cognitive, affective and psychomotor, depending on the intended learning objectives, whether it is the acquisition of knowledge, development of attitude or proficiency of skill (Kurangi, Nanjwade, & Jangade, 2017). All these behavioural changes are a developmental process, namely the process of interaction between individuals and developmental environments through healthy and productive interactions (Wagner & Hollenbeck, 2014; Wulandari, 2019). In the schools, management involves coordinating and overseeing the work activities of development of the education so that the activities are completed efficiently and effectively (Burmansah, Sujanto, et al., 2019; Mullins, 2010; Robbins & Coulter, 2017; Wagner & Hollenbeck, 2014). To pursue the objective of the education' activities, the school needs a curriculum planning. Curriculum planning is a dynamic process, and curriculum planners should be guided by curriculum determinants to decide the scope, goals, and objectives of the course being planned as well as the educational contents, training methods, and evaluation (Kurangi et al., 2017).

Curriculum is the plan for pupils with instructional content, materials, resources, and process for evaluating the attainment of educational objectives (White, 2003). Curriculum is generally defined as the process of creating a standard curriculum for student achievement clearly. With a standard curriculum, a school will be able to create its own program by considering the aspirations and interests of the teacher (Widodo, 2011). Curriculum planning refers to school curriculum management. School curriculum management is representing the combined planning, teaching, assessing and evaluating processes of learning in the school (House, Cameron, & Objectives, 2007; Ripki, 2019).

The 2013 Curriculum Strategy

The 2013 curriculum was a curriculum of value which was occupied by character building. The implementation of the 2013 curriculum was independent so that learners could increase and use their knowledge, assess the value of character good morality in order; they will exhibit positive attitudes in their daily behaviour (Ekawati, 2016). The objectives of 2013 curriculum were preparing the students at schools to be able to live as a faithful, productive, innovative, creative, affective, and contributive citizen in the life of the society, nation, state, and also civilization (Nasir, 2015). Curriculum 2013 was the revised version of the previous curriculums in Indonesia, with greater emphasis on building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic learning approach that benefited students' cognitive abilities (Putra, 2014).

Besides, curriculum 2013 was designed to revise or to correct the mistakes of the competence in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre-based approach, this current curriculum had the key words like spiritual and social competence or affective domain, together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects (Theodorakis, Devous, & Simpson, 1980). The principles of the delivering process in the curriculum 2013 implementation were from learners being told, to the learners being encouraged to seek out; from the teacher as the only one source of learning, into a variety of learning-based resources; from the textual approach learning towards strengthening the use of the learning process as a scientific approach; from the content-based learning toward the competency-based learning; and learning by utilising information and communication technologies to improve the efficiency and effectiveness of learning (Jaedun & Hariyanto, 2014; Yulianti, 2015). The 2013 curriculum brought innovations for nearly all dimensions of a curriculum from the development of curriculum ideas, designs, process, and implementation (Hasan, 2013).

Student's Character Development

Students' character development is formed and fostered by social interaction. By having constant communication with others, students have opportunities for personal discovery through problem-solving and exploring the norms of the group and society. It will provide opportunities for students to learn from others and understand their moral education through experiential learning (Mak, 2014). Character education is any efforts by the education to influence the character of students. The educators help the students to shape nature by giving good example and sample in speaking, tolerance, and presenting the material of a lesson well (Haryanto & Akhirin, 2018). Character building is possible to be taught at the school, at home and in our environment. Moral values can be put as a part in curriculum at school (Sylva, 1994). The teacher also has an important part to teach moral values or character building to their

students. They can impart values to the lesson topic or activity in the class (Sari, 2013). Nature educators in building character must strive to help students perform charitable acts, be polite, and have self-discipline repeatedly. It is relatively easy for them to do and relatively reasonable for them to avoid anything to the contrary (Abu, Mokhtar, Hassan, & Suhan, 2015).

Students' character development in education focuses on moral concepts, manners and civility, and shapes students' personality, values, attitudes and habits in their development (Chowdhury, 2016). The implementation of character values in the students' coaching activities is by the development of potential of each student, talent of each student, interest of the students, and a character of independence and happiness of the students which are helpful for themselves, families, and the surrounding communities (Azizah, Nurkamto, Suwandi, & Rohmadi, 2017). School students' character development or personality moral formation helps them to move from basic conduction skills to a higher level that is required to make independent decisions and ethical choices (Zhiyenbayeva et al., 2014).

School Guidance and Counselling

GC services in schools are an integral part of the overall educational effort carried out by guidance and counselling teachers who use the process of self-introduction of students about their strengths and weaknesses with opportunities and challenges in their environment, to foster independence in taking various important decisions on the way his life, so that he is able to choose, and maintain a career (progress of life) to achieve an effective, productive, and prosperous life in the context of general benefit (Daigle, 2015). Guidance may be defined as that part of the total educational program that helps provide the personal opportunities and specialised staff services by which each individual can develop to the fullest of these abilities and capacities in terms of the democratic idea (Mortensen & Schmuller, 1966). Guidance is part of the overall aid education program to individuals by providing special opportunities and services from members where individuals can develop their abilities fully and have the capacity to idealise democracy (Luk-Fong & Lee-Man, 2013). Furthermore, guidance is the help given by one person to another in making intelligent choices and adjustment and in solving problems. Guidance is provision of assistance from a person in making a choice, adjustment and problem-solving.

Counselling is assistance provided to individuals in solving problems of life with interviews, in a manner appropriate to the circumstances, faced by individuals to achieve the well-being of his life. Counselling is the assistance given to an individual in problem-solving in the form of an interview, in placing an individual's condition to achieve a better life (Kruis, 2013). Counselling is defined as a learning-oriented process carried on in a simple one to one social environment in which the counsellor is professionally competent in relevant psychological skill and knowledge (Davis, 2014). GC are proactive and systematic efforts in facilitating students

to achieve optimal levels of development, development of effective behaviour, development of a development environment, and improvement in the functioning of individuals in their environment. GC holds the task and responsibility to develop development, build dynamic interactions between individuals and their environment, teach individuals to develop, and improve and refine behaviour (Komenda, Schwarz, Hřebíček, Holčík, & Dušek, 2014).

Materials and Methods

Research Setting

The research was carried out at the Public Vocational High School 21 of Jakarta. The study was conducted in August 2017 until October 2018.

Informant Selection

In the case of a study, interviews with informants are essential because they are a source of case study data and most case studies are related to the behaviour and habits of specific individuals (Creswell & Creswell, 2018; Yin, 2009). In this case study, the researchers used snowball sampling and purposive sampling approaches. To collect the information in this study, researchers interviewed and observed the school principal directly, the counselling guidance coordinator, the deputy headmaster, the head of administration, students, lesson teachers, and school supervisors. The informants who participated in this study are listed in the table below as follows:

Table 1: Research Informants

Code	Designation
01-CBK-YH	Counselling Guidance Coordinator
02-KS-BI	School Principal
03-DH-CS	Deputy Headmaster
04-HA-SM	Head of Administration
05-LT-TSI	Lesson Teachers
06-SS-RT	School Supervisors
07-ST-MM	Students

Research Design

This study uses a qualitative method with a case study strategy. A qualitative approach is used to be able to answer research questions that require researchers to explore deeply the problems raised (Yin, 2009). Case studies as a research strategy are used in this study for several reasons. The first is related to research questions. Case studies can be used to answer research questions

in the form of how and why. He argued that the two questions indicated the need for exploration of the problems that would be answered through research. The second is related to the control of the behaviour to be studied. General case studies are used when the behaviour of the subjects to be studied cannot be manipulated. The third reason relates to the focus on the contemporary. Case studies focus on researching relatively modern phenomena. Some cases are sporadic (a rare disease or event) and therefore, not many studies that have attempted to uncover it are the things that underlie a study using case studies (Bogdan & Biklen, 1992; Creswell & Creswell, 2018; Miles, Huberman, & Saldana, 2019; Yin, 2009). The last thing in this study is the main reason for using the case study which is because various existing researches have only answered the question of why the importance of guidance and counselling teachers at the Public Vocational High School.

Data Collection

Data collection in this study will use in-depth-focused interviews. Besides, the researcher also observed the respondents so that they could check whether the respondent was sure of the answer. This observation will be beneficial for avoiding biased answers from respondents. The implementation of an in-depth, focused interview begins with finding respondents who are needed. The researcher used a strategy in the form of spreading to many people the desired criteria of respondents (Creswell & Creswell, 2018; Yin, 2009). This spread the researcher did orally and through other sources such as mailing lists. After the respondent is found and willing, the researcher will make an introduction and build a good rapport before the interview takes place. At the next meeting, the researcher will conduct an interview whose time is to adjust to the work schedule of the respondents, including whether the respondent chooses to be interviewed at work or home. The conduct of the interview was carried out using interview guidelines that had been prepared previously.

Validity of Data

Checking the validity of the data in this study by doing five techniques, namely: data credibility, triangulation, transferability, dependability, and confirmability (Creswell & Creswell, 2018). Triangulation is a technique to check the validity of data by comparing data collected, both in terms of data source and theoretical techniques. The types of triangulation that researchers use as follows: source triangulation, method triangulation, and theory triangulation (Yin, 2009).

Research Procedure

The procedure of this study (Yin, 2009) uses the following steps:

1. *Plan*, the researcher plans a study in the form of research design by carrying out a grand tour observation to get and collect at an early stage.
2. *Design*, after the researcher designs the study based on the results of the grand tour observation, the researcher then made a research design.
3. *Prepare*, after the design of the study is established, namely a single case study, the next activity is to prepare before going to field.
4. *Collect*, the next step is to carry out data collection on-site after having been planned
5. *Analyse*, the next step is to analyse the research data on-site, at the data collection and after this, data is collected from the site.
6. *Share*, the next final step, and the researchers made a report of the case study to conclude the final results of the research.

Data Analysis

Data analysis techniques in this study include testing the validity of the data, grouping data according to sub-focus, combining data in the form of a matrix or table, or recombining the evidence that has been obtained, and to draw conclusions. Data analysis consists of testing, categorising, tabulating, and reassembling evidence to show the initial research proposition. Three data analysis techniques are used through pattern matching, making explanations, and analysing time-series data (Yin, 2009).

Findings

Based on data from observations and interviews, the findings of this study consist of three sub-focus characteristics, including the role of GC teachers in performing duties and functions in the implementation of the curriculum of 2013, the student service assistance to achieve the development of student interest and handling behavioural irregularities among students; the findings of this study were obtained through information and observations from informants in the field, namely:

The Role of Guidance and Counselling Teachers in Performing Duties and Functions in the Implementation of the Curriculum of 2013

Findings related to the management of GC in the Public Vocational High School that researchers found, namely that the GC teacher had not thoroughly carried out their duties and functions of the role of the GC teacher in school. Sometimes, this task is taken over by the school principal without confirming again to the GC personnel so that misunderstandings often occur in dealing with students. The principal also was not directly involved in the admission of new students even though the role of the GC teacher in providing direction and information to students and parents is essential. As expressed by the informant of 06-SS-RT, namely:

The duties of GC teachers in schools often overlap with the head of their school because of the taking over of responsibilities between the teacher in charge and the headmaster. This has become a malfunctioning arrangement in the management of GC in schools.

GC program planning is made every year in the form of GC programs, annual programs, and semester programs. As expressed by the informant of 01-CBK-YH, namely:

In brief, the needs of students seen from the analysis of developmental tasks at the beginning of the year will show problems that exist within themselves. Every year GC planning, annual programs, and semester programs are always made as GC management in this school.

Furthermore, informant 01-CBK-YH also stated that all of these are teacher work programs that are integrated with the 2013 curriculum. Students' needs are seen from problems arising from within students through mapping guidance at the beginning the year when students were first accepted into school, "*all this planning is integrated with the 2013 curriculum which has been the development of the character of students and even their teachers*".

Informant 02-KS-BI furtherly explained that currently, the GC teacher helps develop student character by encouraging their participation in the new students' admission because the implementation of the 2013 curriculum was a strategy to help students build character by knowing their interests and talents.

At the time of admission of new students, as the principal, I try to include guidance and counselling teachers to help map the interests and talents of students through tests and specialisation interviews each year.

It does not stop there, at every level of student class, the development of GC programs tailored to the needs of students and the development of the times, one of which is how to develop personal and social guidance programs for students. It will become more intense because the development of technology and information makes students face the virtual world, which makes a place for them to develop a pseudo-social life for them. In many cases, the students are more interested and spend time in the internet cafe rather than socialising with other parties. As expressed by the informant 05-LT-TSI, namely:

Nowadays, a lot of cases have arisen regarding the development of unfavourable character in students. This is because students use a lot of electronic devices that make them tend to be anti-social by choosing to spend time with social media.

Through the 2013 curriculum teaching strategy approach, it can bridge in the process of forming students' character both in the school and community environment. As expressed by the informant 03-DH-CS, namely:

In the 2013 curriculum, this scientific approach invites students to find out, not always to be told by the teacher. Thus, this approach encourages and inspires students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the substance or learning material.

In this 2013 curriculum, students were not just good observers, but also active participants in the learning. Of course, the teacher was as creative as possible, facilitating and encouraging students to be able to make observations, ask questions, try, reason, and communicate well. It accustomed students to develop habits and instil a more mature character. As expressed by the informant 07-ST-MM, namely:

By studying while at school today is much more different, we are no longer just silent in class, we are always asked to give opinions and see the problems that exist to find a way out, whether it's a mistake I made or from other friends.

Based on the information from the informants above, it can be understood that the process was essential in the learning process. That is, learning was not just looking at results, but the process of playing was an essential thing. That is this curriculum measured student work processes, not only student work. In the process, in addition to knowledge, aspects of attitude and skills were taught. It was also one of the changes in the 2013 curriculum, which was seen from the perspectives of graduate competency and educational assessment standards. In the 2013 curriculum, issues of assessment consisted of attitudes, knowledge, and skills. During this time, many teachers assessed students only from the cognitive side so that children's attitudes and skills became less honed. The 2013 curriculum was very instrumental in developing the character of students and even their teachers.

Student Service Assistance to Achieve the Development of Student Interest

The findings in research based on information obtained from informants relating to student service assistance to achieve the development of student interest in vocational high schools, were that development of GC program services could be carried out correctly and provided significant benefits for students. By implementing the 2013 curriculum approach, it made students very interested in opening up to GC to the problems they face. As expressed by the informant 01-CBK-YH, namely:

We see that students' interest is quite high because the guidance and counselling service program is like an open and relaxed discussion without pressure. We provide space and freedom for students to open themselves so that we can help bridge students to be able to address the problems they face with good character.

Furthermore, it did not stop at providing GC services to students as well. An equally important aspect was managing the work structure within this GC service program. The headmaster led to a clear organisational structure and gave autonomy to those who participated in the program structure. As expressed by the informant 06-SS-RT, namely:

I see that in addition to aspects of service for students, something far more important is the managerial ability of the principal to arrange the work structure in the GC program at the 16th vocational high school in Jakarta. So that the division of responsibilities can be carried out properly.

By implementing the 2013 curriculum, there are many challenges. Therefore, relevant agencies and institutions need to continue to assist in the implementation of this curriculum in its role in developing GC programs that are of interest to students. As expressed by the informant 05-LT-TSI, namely:

The purpose and good cooperation of all related components are certainly needed to foster the enthusiasm and interest of students in the maximum use of this GC service.

Based on the information provided by the informants above, it can be concluded that the implementation of GC program services in the 2013 curriculum had many challenges. All parties, of course, realised this. Moreover, more and more administration must be done by schools and teachers. Therefore, relevant agencies and institutions need to continue to assist in the implementation of this GC service program to build student interest.

Handling Behavioural Irregularities among Students

The research findings are based on information obtained from the informants about the third sub-focus on how to deal with deviant behaviour among students in Public Vocational High School; there are some events and abnormal behaviour committed by students. As expressed by the informant 06-SS-RT, namely:

Behavioural deviations among adolescents such as the occurrence of homosexual delinquency, because the role of counselling on the swift influence of technology and social environment outside of school is unbalanced and less effective with GC services at school.

Furthermore, informant 01-CBK-YH stated that in developing the character in students requires attention and education from parents. It is part of an effort to integrate character development in the school and the environment in which students are located, namely, "*lack of parental attention and parental education that is quite categorised as middle to lower level results in some students having promiscuity in the student environment*". Likewise, informant 05-LT-TSI stated that in vocational high school, a rule was applied that both teachers and employees must obey the rules for not smoking in the school environment. These rules and commitments can be made possible to date. Besides that, even though there is no smoking in the school environment, the habits of students become inevitable when they are in class; also they continue to conduct behaviour that violates this rule. As expressed by the informant 05-LT-TSI namely:

Violations of discipline in schools such as smoking in the school environment are caused because students are already accustomed to the context in which they live, so they are unable to hold back when the desire for energy habit arises while in class. Besides that, there is the exciting thing that there are no teachers and school employees who smoke in the school environment. It is due to the commitment and consistency of the principal, who sets strict rules for teachers and non-smoking employees in the school environment.

The informant 02-KS-BI stated that it did not stop there; *the deviant behaviour of students is quite disturbing with the occurrence of pregnancy at an early age and makes them have to drop out of school.*

We are very worried if it happens like last year, as many as eight students have to drop out of school due to pregnancy out of wedlock. So, for that, we maximize the character development strategy in students as early as possible.

Based on information obtained from the informants, it can be concluded that aspects of student attitudes have an essential role in developing this character, in addition to knowledge and skills. So that the assessment of this attitude cannot be considered "trivial" because it turns out the impact is so extraordinary. Thus, through this 2013 curriculum, can grow a golden generation of the nation that is not only smart but skilled and has a good attitude.

Discussion

The results of the study showed that it would be prioritised on the peculiarities of each individual from the aspect of decentralisation, management of education, and productivity of vocational teachers in Public Vocational Schools. As for guidance and counselling management in the implementation of the curriculum of 2013 in Public Vocational Schools, the researchers divided into sub-focuses, as follows:

The Role of GC Teachers in Performing Duties and Functions in the Implementation of the Curriculum of 2013

The planning GC in this school is equipped with a set of activities designed to achieve the objectives of the GC team. GC activities in schools include the development of GC program components (guidance curriculum, responsive services, individual planning, and support system), preparation of work descriptions of implementation personnel, preparation of facilities and infrastructure, or facilities that support the implementation of the program. The previous research also stated that the implementation of the GC program must be based on the planning of the GC program. The school provides counselling programs in three essential areas: academic, personal, social, and career for both students and parents (Agus & Budhi Handaka, 2017). In the curriculum of 2013, the planning for GC programs on student specialisation services was done to all students in any grade. Besides, another research also stated that to have the program for GC for the student, in the 2013 curriculum, also had value of the curriculum with the main essence of the value of character building (Ekawati, 2016).

The successful implementation of the new 2013 curriculum was inseparable from the roles of school leaders, teachers, and parents. The 2013 curriculum with a GC program would have far more leverage if school leaders played an important role in motivating teachers to actively participate in the program to achieve common goals in improving the results of students' character development (Yulianti, 2015). This different group counselling provided an impact on changes and closeness between students and GC teachers so that student problems can be resolved. Many learning activities in the 2013 curriculum included the development of students' character or personality at school. The accuracy of the coaching strategy, the way the teacher gave GC, the availability of adequate facilities for character building or personality, the program to build character or personality wuold be superior and successful in school (AR, 2013).

Student Service Assistance to Achieve the Development of Student Interest

The implementation of the GC program related to the application of the counselling service schedule is seen from the organisation structure described in the school personnel capacity of GC in the public vocational high school 21 of Jakarta which is always attached to a GS room. The previous research stated that though addressing proper GC service many problems like absenteeism, delinquency, suicidal tendency, and low achievement could easily be addressed; schools could provide and amend the GC services provided in schools' counselling services. Having resources, compatible teacher student ratio, having proper supervision and accountability might be a plausible reason behind successful a GC service (Hossain & Faisal, 2013).

The existence of GC structure showed the presence of a management system in GC that was created following established procedures so that personnel could cooperate. Counselling services were carried out under the responsibility of the principal and all counselling staff coordinators were responsible for carrying out operational counselling. Other personnel including deputy principal, counsellor teacher, study subject teacher, and homeroom teacher, had their respective roles and duties in providing counselling services. A GC program is a service designed to serve students to reach their potential. The principal can direct through the organisational structure that has been created to maximise this program together with the teachers, students, and parents (Theresa, 2018).

Handling Behavioural Irregularities among Students

Vocational schools with business and management majors which were once called public vocational high schools, attracted many students so that juvenile delinquency ranged from many pregnancies outside of marriage and homosexuality. The previous research stated that student behaviour inhibited the smooth and effective learning and teaching activities and also inhibited the learning of students and classmates (Thompson, 2002). The behaviour of students with problems was due to many factors that influenced this behaviour. Juvenile delinquency, opposition, and even pregnancy out of wedlock often occured. So there was a need for guidance and counselling programs for students in an ongoing and sustainable manner (Sun & Shek, 2012).

Furthermore, student behaviour inhibited smooth and effective learning, and teaching activities also inhibited the learning of students and classmates. The behaviour of students with problems was due to many factors that influenced this. Juvenile delinquency, opposition, and even pregnancy out of wedlock often occured. So, there was a need for GC programs for students in an ongoing and sustainable manner (Kulinna, 2008). Researchers found that the number was too many; students who experienced these problems in 2012/2013 were eight people, pregnant outside of marriage, so the students left school, while students who were lesbians were two to five people. The GC teacher, in that case, provided transfer of cases typically or handed over evidence to psychologists or doctors. If the handling of cases in matters of violations of discipline was smoking in the school environment, usually GC teachers provided individual counselling and group counselling on an ongoing basis with a planned counselling schedule.

Conclusion

The role of GC teachers was to perform duties and functions in the implementation of the curriculum in 2013. The role of the GC teacher was to perform duties and functions in the implementation of the curriculum of 2013. The purpose of the GC teacher in performing duties was often directly handled by the principal, without having first coordination with the relevant

teacher. The function of the GC teacher to a student specialisation in school had no direct involvement at PPDB (acceptance of new students) so that GC service was poorly functioning. The implementation of student specialisation services was not supporting the GC teacher planning, and the application was carried out one month after students have obtained majors from the beginning and had carried out learning activities in school. Job search was also carried out with the BK teacher, and the BK teacher worked with other subject teachers who were given the authority to carry out the BKK (Special Job Market) to conduct work distribution in companies. For handling of student's behavioural irregularities, a GC teacher had to cooperate with other experts. The effectiveness of the GC teacher in providing reproduction health service did not run well, and it was seen from the pregnancy rate each year in school. There was a lack of success in one student so that a good behaviour change occured, even though several factors outside of school influenced the handling.

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