

Bimbingan Konseling dalam Upaya Meningkatkan Karakter Disiplin Siswa di SD Negeri 090 Cibiru Kota Bandung

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Abstract

This study investigates the implementation of the Counseling program at SD Negeri 090 Cibiru, Bandung, focusing on its role in developing students' character, particularly in terms of discipline and responsibility. The research is grounded in the growing importance of character education within the national curriculum and the behavioral challenges faced by students in today's rapidly changing environment. A qualitative descriptive method was employed, with data gathered through observations, interviews with teachers, the school principal, and students, along with document analysis of school regulations and BK materials. Findings show that the BK program has contributed to improved student discipline—evident from reduced tardiness and better compliance with school rules. Students also demonstrated increased responsibility, shown in their independence in completing tasks and maintaining classroom cleanliness. Despite these positive outcomes, the study identifies gaps in consistency of implementation and limited parental involvement as ongoing challenges. Overall, the BK program proves to be an effective strategy for character building when implemented holistically and sustainably. This research highlights the importance of collaboration between schools, families, and communities in supporting character education, and emphasizes the need for continuous reflection and improvement to ensure long-term behavioral transformation among elementary students.

Keywords: *Guidance and Counseling, Discipline Character, Responsibility, Elementary School Students.*

Abstrak

Penelitian ini menyelidiki implementasi program Bimbingan dan Konseling (BK) di SD Negeri 090 Cibiru, Bandung, dengan fokus pada perannya dalam mengembangkan karakter siswa, terutama dalam hal kedisiplinan dan tanggung jawab. Penelitian ini dilatarbelakangi oleh semakin pentingnya pendidikan karakter dalam kurikulum nasional dan tantangan perilaku yang dihadapi oleh siswa dalam lingkungan yang berubah dengan cepat saat ini. Metode kualitatif deskriptif digunakan, dengan data yang dikumpulkan melalui observasi, wawancara dengan guru, kepala sekolah, dan siswa, serta analisis dokumen peraturan sekolah dan materi konseling. Temuan menunjukkan bahwa program BK telah berkontribusi pada peningkatan disiplin siswa - terbukti dari berkurangnya keterlambatan dan kepatuhan yang lebih baik terhadap peraturan sekolah. Siswa juga menunjukkan peningkatan tanggung jawab, yang terlihat dari kemandirian mereka dalam menyelesaikan tugas dan menjaga kebersihan kelas. Terlepas dari hasil positif ini, penelitian ini mengidentifikasi adanya kesenjangan dalam konsistensi implementasi dan keterlibatan orang tua yang terbatas sebagai tantangan yang masih ada. Secara keseluruhan, program BK terbukti menjadi strategi yang efektif untuk membangun karakter ketika diimplementasikan secara holistik dan berkelanjutan. Studi ini menyoroti pentingnya kolaborasi antara sekolah, keluarga, dan masyarakat dalam mendukung pendidikan karakter dan menekankan perlunya refleksi dan peningkatan berkelanjutan untuk memastikan bahwa program ini efektif.

Kata Kunci: Bimbingan dan Konseling, Karakter Disiplin, Tanggung Jawab, Siswa Sekolah Dasar

I. INTRODUCTION

This study analyzes the implementation of the Guidance and Counseling (BK) program in shaping the character of discipline and responsibility among students at SD Negeri 090 Cibiru, Bandung. The research is grounded in the context of Kurikulum Merdeka, which places character education as a central focus of the learning process, emphasizing values such as discipline, responsibility, and independence (Maharani et al., 2024; Mustoip, 2023). Rather than being a separate component, character formation is integrated holistically into daily school activities, learning assessments, and teacher-student interactions (Rosyidah et al., 2024). Teachers play a pivotal role as facilitators and models of character, supported by platforms like Merdeka Mengajar which provide training and resources (Putri et al., 2023).

Using a qualitative descriptive method, this research collected data through classroom observations, interviews with school stakeholders (teachers, principal, and students), and analysis of documents such as school regulations and BK program guidelines. The findings indicate that the BK program has positively influenced student behavior: tardiness has decreased, adherence to school rules has improved, and students demonstrate greater independence in completing tasks and maintaining classroom cleanliness. These results align with the goals of Kurikulum Merdeka to foster students with strong character and global competence.

However, challenges remain—particularly in ensuring consistent implementation across classes and increasing parental involvement. The study concludes that the BK program at SD Negeri 090 Cibiru contributes significantly to the holistic development of students when implemented in a structured and sustained manner. Collaboration between educators, families, and the broader school community is key to achieving lasting character transformation.

Recent studies emphasize the pivotal role of environment in shaping children's character,

particularly at the elementary school level. Character development is not solely the responsibility of educators but is significantly influenced by the interplay between family, school, and community settings. Mufidah (2023) highlights that character formation begins at home and is reinforced through school culture and community norms. A child's environment acts as a living curriculum where values like discipline and responsibility are continuously modeled and internalized.

School infrastructure, teacher behavior, and peer interaction also play essential roles. Gampu et al. (2022) discovered that supportive facilities and healthy peer relationships significantly contribute to students' understanding and practice of discipline. Furthermore, Rusdi et al. (2024) found a statistically significant correlation between a positive school environment and the formation of students' disciplinary character, indicating that orderly, nurturing, and value-oriented school cultures are instrumental in internalizing moral behavior.

In the era of rapid technological development, particularly within the context of Industry 4.0, character education faces new challenges. Rahmah et al. (2024) argue that while digital literacy and academic achievement are important, they must be balanced with intentional efforts to build moral resilience. The studies collectively underscore the necessity of collaboration among teachers, parents, and community members in creating environments that are not only academically enriching but also ethically grounded. They further stress that amidst changing social dynamics and global pressures, schools must adopt integrated approaches that unite academic instruction with character development to cultivate responsible, future-ready citizens (Mufidah, 2023; Rahmah et al., 2024). Usia sekolah dasar adalah masa keemasan untuk pembentukan karakter. Pada usia ini, siswa sangat responsif terhadap pembiasaan dan internalisasi nilai-nilai. Menunda pembentukan karakter disiplin dan tanggung jawab hingga jenjang pendidikan yang lebih tinggi akan jauh lebih sulit. Oleh karena itu, SD Negeri 090 Cibiru memahami bahwa investasi dalam program BK yang berfokus pada karakter sejak dini akan memberikan dampak jangka panjang yang positif bagi perkembangan siswa secara holistik, baik

dalam aspek akademik maupun non-akademik.

With this background, the implementation of the Guidance and Counselling (BK) programme at SD Negeri 090 Cibiru Bandung City is not just a complementary alternative in the education process but has become an essential need. During the ever-evolving challenges of the times, the characters of discipline and responsibility are no longer sufficiently taught theoretically, but must be instilled through real experience, consistent habituation, and a supportive environment. The school counselling programme plays a strategic role in shaping students into individuals who are not only intellectually intelligent, but also emotionally and morally mature. Through a structured, sustainable approach based on child development principles, students are guided to become individuals with strong character, independent in decision-making, and responsible for themselves and their environment. Thus, the implementation of the counselling programme is an important foundation in preparing future generations who can face global challenges with integrity, resilience, and noble values embedded from an early age.

II. METHODS

This study uses a descriptive qualitative approach with the aim of describing in depth the implementation of the Guidance and Counselling (BK) program in building the discipline and responsibility character of students at SD Negeri 090 Cibiru Bandung City. This approach was chosen because it is able to reveal the meaning, views, and processes that take place naturally from the point of view of the actors in the school environment.

The subjects in this study were the principal, class teachers, and student representatives who were directly involved in character building activities through counselling services. The research location centred on SD Negeri 090 Cibiru, which is geographically located on the border of Bandung City and Regency and has a diversity of student backgrounds and a strong religious culture.

Data were collected through participatory observation of student and teacher activities in the school environment, in-depth interviews to explore the perceptions and experiences of key informants, and documentation of relevant school tools such as the BK work programme, rules of conduct, and

service implementation plans. All data were collected triangulatively to ensure the validity of the information.

The data obtained were analysed through a process of reduction, categorisation and thematic interpretation. The researcher presents the data in the form of descriptive narratives to describe the patterns, dynamics, and supporting and inhibiting factors in the implementation of the counselling programme. This analysis aims to produce a complete and contextual understanding of how counselling services can shape students' disciplinary character in a sustainable manner at the elementary school level.

III. RESULTS AND DISCUSSION

Characteristics of SDN 090 Cibiru

Geographically, SD Negeri 090 Cibiru is located at Jl. A.H. Nasution KM 14.5, Cibiru Subdistrict, Bandung City. The school is adjacent to SDN 050 Cibiru and is situated not far from the Pasir Biru subdistrict office. Behind the school lies a densely populated residential area. The socio-cultural environment surrounding the school is quite diverse, reflecting the general heterogeneity of Bandung City. SDN 090 Cibiru is situated within a religiously inclined community, with families of varying economic backgrounds, ranging from traders, laborers, private employees, and civil servants to members of the military and police (TNI and Polri).

With approximately 850 students, the school represents a microcosm of diversity in terms of both socio-economic status and parental educational background. Most students come from middle-income families, with several classified as RMP (students at risk of dropping out). Religiously, the majority of students are Muslim, although there is a small number of non-Muslim students. This diversity serves as a valuable asset for the school in instilling values of tolerance and national character.

Over the past year, students at SDN 090 Cibiru have shown notable progress in various areas, including successful completion of projects related to strengthening the Profil Pelajar Pancasila (Pancasila Student Profile). Student potential has flourished not only in academics but also in religious activities, cultural arts, scouting, sports, and technology. This diversity of interests and

talents indicates that the school has successfully created a supportive and nurturing environment for holistic student development.

Another strength of SDN 090 Cibiru lies in the quality of its human resources. Currently, the school employs around 50 teaching and educational staff. Most teachers reside in the Bandung Regency area, while a portion live within the city. The teachers' Sundanese cultural backgrounds contribute uniquely to character development in the school. Academically, most teachers hold a bachelor's degree (S-1), with six teachers holding master's degrees (S-2), supported by three administrative staff members who assist with daily school operations.

The school's vision "To create students who are virtuous, high-achieving, cultured, environmentally conscious, and possess 21st-century literacy skills (BERLIMA)"—serves as the foundation of all educational activities at SDN 090 Cibiru. To realize this vision, the school has developed several missions, including fostering students' religious habits through daily and periodic activities, building creative spaces for both academic and non-academic expression, and cultivating character values rooted in local Sundanese cultural wisdom.

In addition, the school actively applies integrated thematic learning that incorporates environmental issues, promotes digital literacy activities, and engages the local community in efforts to preserve the environment and strengthen character education. This approach aligns with the principles of 21st-century learning, which emphasize creativity, problem-solving, collaboration, and digital literacy. Altogether, SDN 090 Cibiru stands as a primary educational institution committed not only to academic achievement but also to nurturing students' character and future competencies.

How Counselling programme objectives, strategies and materials are designed to support student discipline

Research has consistently shown that character education at the primary school level is essential for developing not only academically competent but also morally grounded individuals (Ramadhani et al., 2025). As schools strive to implement holistic educational models, guidance and counseling (BK) programs have emerged as strategic instruments in embedding character

values within the learning environment (Ulfah & Arifudin, 2020). These programs do not merely function as corrective interventions but are proactive in cultivating key moral values such as discipline, responsibility, empathy, tolerance, and social awareness (Aminah et al., 2014).

Effective character education requires integration into students' daily routines through structured and experiential activities. Approaches such as reflective meditation, literacy-based storytelling, positive reinforcement, and habituation strategies are commonly used to foster self-discipline and ethical behavior from an early age (Ramadhani et al., 2025). Guidance and counseling services also address students' emotional and psychological needs, equipping them with coping strategies to face personal and academic challenges, and helping them adapt to the demands of a dynamic society (Ulfah & Arifudin, 2020).

However, challenges remain in aligning school-based character formation efforts with students' home and community environments. Inconsistencies in values, reinforcement, and behavioral expectations between school and home often hinder the long-term effectiveness of these programs (Mafirja, 2018; Ramadhani et al., 2025). Therefore, sustainable success depends heavily on the collaborative involvement of all stakeholders—teachers, parents, counselors, and the broader community—to reinforce consistent moral and behavioral frameworks across contexts.

Character education, especially with an emphasis on discipline and responsibility, is increasingly recognized as a foundational aspect of student development in schools. Research suggests that when these values are integrated into thematic learning and school-wide programs, they significantly influence students' behavior both within the classroom and in broader school life (Dike Rosita et al., 2022; Mawardi et al., 2024). Approaches that have proven effective include the implementation of structured rules, religious and cultural reinforcement, and student involvement in maintaining visual and verbal disciplinary messages around the school environment (Santosa et al., 2025). These strategies help internalize behavioral norms and promote self-regulation among students.

However, success in character education is not solely determined by program presence; it also

hinges on the consistency of rule enforcement and the fairness in applying rewards and sanctions. Without sustained commitment and clarity in implementation, character values such as discipline may fail to take root deeply in students' daily behavior (Mawardi et al., 2024). Moreover, although many schools have achieved moderate success in implementing character-building initiatives, significant gaps remain in fostering traits like honesty and reading habits—areas that are equally vital for holistic student development (Sagita, 2011).

To overcome these challenges, schools are encouraged to develop comprehensive action plans for character education, particularly through extracurricular activities. These plans should articulate explicit values, include measurable objectives, and be consistently evaluated to ensure effectiveness. Embedding character goals within student affairs programs allows for more targeted and sustained interventions that align with the students' developmental needs and the school's educational mission (Sagita, 2011).

Recent studies on character education in Indonesian elementary schools consistently highlight the significance of cultivating discipline and responsibility as foundational traits for students. These values are not only embedded in classroom learning but also reinforced through various forms of guidance, such as individual counseling, group activities, and daily classroom interactions (Mawardi et al., 2024). The school's cultural environment greatly influences the success of these efforts. As noted by Andriani et al. (2024), character education is most effective when supported by consistent habits, spontaneous moral actions, structured routines, and environmental conditioning that collectively shape students' daily behavior.

Furthermore, a comprehensive character education framework demands collaboration among multiple stakeholders, including teachers, school principals, parents, and the broader community. This collaboration ensures that character formation is not merely theoretical but consistently translated into actionable practices within and outside the classroom (Rahmah et al., 2024). A key component of successful implementation is the consistent enforcement of school rules, clear communication of behavioral expectations, and a fair, balanced system of rewards

and sanctions to reinforce desired behaviors (Supriadi et al., 2024).

Collectively, these findings affirm that character education must be integrated into the holistic life of the school. Through a structured and supportive environment, schools can effectively nurture students to become disciplined and responsible individuals, prepared to navigate both academic and social challenges in the future.

How teachers apply various approaches and techniques in interactions with students

Counselling in primary schools has its own characteristics that are different from those in secondary education, especially because of the direct involvement of class teachers as the main implementers. According to Nurlaily (2019), class teachers play a strategic role in the implementation of counselling because they are the closest to students in their daily learning activities. The counselling programme at the primary level includes basic services, responsive services, individualised planning, and system support that aim to facilitate optimal student development, both from academic, social, and emotional aspects (Widada, 2013).

Classroom teachers are not only required to understand student characteristics, but must also be able to help solve personal and social problems, guide interaction skills, and instil discipline and responsibility in the learning process (Nurlaily, 2019). The implementation of this service is carried out through informal counselling approaches such as giving advice, motivation, providing examples or role models, correcting behaviour, providing guidance, and even applying sanctions that are educational in nature to foster students' responsible attitudes (Dewi, 2019).

In addition, collaboration between class teachers and parents through intensive communication is also an integral part of the success of BK services. Hasibuan and Khairuddin (2024) emphasise that the synergy between school and family will strengthen the process of developing students' character and social skills. All these approaches together create a conducive learning environment, supporting students in achieving developmental tasks according to their age stage and education level.

Recent research increasingly emphasizes the crucial role of collaboration between schools, parents, and communities in the successful

implementation of character education. Involving parents through diverse communication channels—such as regular meetings, digital platforms, and home visitations—enables better alignment of the values taught at school with those practiced at home (Ni Made et al., 2024; Amma et al., 2020). This alignment ensures consistency in moral guidance, particularly in cultivating discipline and responsibility among students.

Schools adopt various strategies to reinforce these values, including the establishment of clear school rules, religious and cultural approaches, and encouraging students to actively participate in school life and decision-making related to behavior and discipline (Santosa et al., 2025). Teachers play a central role by building strong relationships with parents, offering them guidance in character education, involving them in school-based activities, and working collaboratively to manage the use of digital devices and social media among students (Camelisa et al., 2021).

These collaborative practices have yielded notable results, such as better student behavior, more active parental engagement, and increased participation from the community in fostering school culture (Ni Made et al., 2024; Amma et al., 2020). Schools that implement these approaches also conduct regular evaluations to assess their effectiveness, often finding that such models can be replicated in other educational contexts for broader impact.

Penelitian ini juga mengidentifikasi beberapa faktor pendukung yang memperkuat efektivitas implementasi program BK. Di antaranya adalah dukungan penuh dari kepala sekolah, yang memberikan ruang dan fasilitas untuk keberlangsungan program. Kompetensi guru BK atau guru kelas juga menjadi faktor penting; para guru memiliki pemahaman yang memadai tentang prinsip-prinsip BK serta mampu menerapkan strategi pembinaan karakter secara efektif. Lingkungan sekolah yang tertib dan penerapan tata tertib secara konsisten turut menciptakan iklim yang kondusif. Selain itu, antusiasme siswa yang tinggi terhadap metode-metode BK yang menarik memberikan kontribusi besar terhadap keberhasilan program.

A synthesis of recent studies on character education in Indonesian schools reveals that successful implementation requires comprehensive planning, integrated execution, and strong

leadership support. According to Wuryandani et al. (2014) and Nurfadlilah et al. (2025), effective character education is not incidental but stems from structured school programs that align with national educational goals. Core strategies involve the formalization of school rules, the integration of character values within the curriculum, and the cultivation of a positive and supportive school climate (Wuryandani et al., 2014; Addawiyah & Kasrیمان, 2023).

In this framework, guidance and counseling services serve a reinforcing function. As Mafirja (2018) notes, these services help internalize character values by offering targeted support through individual and group counseling. They are especially vital in addressing behavior issues and strengthening students' sense of personal and social responsibility.

Several enabling factors contribute to the success of character education, including teacher competence, student motivation, and active parental involvement (Wuryandani et al., 2014; Nurfadlilah et al., 2025). However, challenges such as limited time, inconsistent enforcement of school rules, and diverse student backgrounds remain obstacles to optimal implementation (Nurfadlilah et al., 2025). Despite these difficulties, the outcomes are encouraging. In one documented case, significant behavioral improvements were observed in 85% of students following the structured application of character-building initiatives (Nurfadlilah et al., 2025; Addawiyah & Kasrیمان, 2023). These findings affirm the importance of holistic and sustained efforts in shaping student character through collaborative educational practices.

Keselarasan dengan Landasan Kebijakan

Implementasi program Bimbingan dan Konseling (BK) di SD Negeri 090 Cibiru memperlihatkan keselarasan yang kuat dengan kebijakan pendidikan nasional, khususnya sebagaimana tercantum dalam Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional serta Permendikbud Nomor 111 Tahun 2014 tentang Bimbingan dan Konseling pada jenjang pendidikan dasar dan menengah. Fokus utama program ini yang menitikberatkan pada pengembangan karakter disiplin dan tanggung jawab sejalan dengan misi pendidikan nasional dalam membentuk peserta didik yang berakhlak mulia, mandiri, dan bertanggung jawab terhadap

dirinya serta lingkungan sosialnya. Keberadaan program kerja BK tahunan dan integrasi nilai-nilai karakter dalam Rencana Pelaksanaan Layanan (RPL) menjadi bukti bahwa sekolah tidak hanya menyusun kebijakan di atas kertas, tetapi telah menginternalisasikan prinsip-prinsip tersebut dalam pelaksanaan pendidikan sehari-hari.

Hal ini ditegaskan oleh Kepala Sekolah SD Negeri 090 Cibiru, Ibu Iis Maemunah, S.Pd., M.M., yang dalam wawancara menyatakan bahwa salah satu fokus utama sekolah adalah mencetak siswa yang berakhlak mulia. Ia menjelaskan bahwa program BK menjadi sangat penting karena di dalamnya terdapat muatan pembelajaran kedisiplinan, yang menurutnya merupakan faktor kunci dalam menciptakan karakter mulia pada diri siswa. Pandangan ini menunjukkan bahwa program BK di sekolah bukan sekadar program pelengkap, tetapi telah diposisikan sebagai instrumen strategis dalam pendidikan karakter yang terarah dan terukur.

Komitmen sekolah dalam mengadaptasi kebijakan nasional ke dalam kebijakan lokal juga tercermin dalam tata tertib dan struktur kurikulum sekolah. Nilai-nilai kedisiplinan dan tanggung jawab tidak hanya diajarkan, tetapi juga ditegakkan dalam kehidupan sehari-hari di sekolah, menjadikan lingkungan belajar lebih tertib, aman, dan kondusif. Program BK berperan aktif dalam mendukung penegakan aturan ini, baik melalui layanan dasar, layanan responsif, maupun kerja sama lintas fungsi di antara tenaga pendidik.

Sejalan dengan pandangan kepala sekolah, salah satu guru kelas, Pak Hendra Gunawan, S.Pd., juga mengakui bahwa keberadaan program BK sangat membantu dalam membimbing siswa agar lebih disiplin dan bertanggung jawab. Ia menekankan bahwa setelah program ini dijalankan secara konsisten, siswa menjadi lebih mudah diarahkan dalam berbagai aspek, mulai dari kedisiplinan belajar, cara berpakaian, hingga sikap dalam berinteraksi sosial. Pernyataan ini semakin memperkuat bahwa program BK di SD Negeri 090 Cibiru telah memberikan kontribusi nyata dalam membentuk karakter siswa, tidak hanya dalam kerangka kognitif, tetapi juga dalam aspek afektif dan sosial yang lebih luas.

Implementasi Berbasis Teori dan Konsep

The implementation of guidance and counseling (BK) programs in elementary schools is built upon robust theoretical and conceptual

frameworks aimed at facilitating holistic student development. These programs address academic, emotional, and character dimensions, recognizing the diverse needs of learners in early educational stages (Ulfah & Arifudin, 2020). One of the central theoretical underpinnings is Jean Piaget's cognitive development theory, which posits that elementary school students are in the concrete operational stage. This insight encourages educators and counselors to employ learning and counseling strategies that are concrete, structured, and contextually relevant to students' developmental capacities (Yunaini & Winingsih, 2022).

The success of BK programs is not only determined by their design and delivery but also by the effectiveness of their evaluation. According to Putri (2019) and Musyofah et al. (2021), systematic program evaluation is essential for ensuring the quality and relevance of counseling services. Evaluation includes reviewing program goals, assessing implementation strategies, identifying strengths and weaknesses, and generating data for continuous improvement.

Ultimately, well-executed BK programs contribute significantly to shaping resilient, emotionally intelligent, and responsible students. They align with national educational goals by supporting not just academic achievement, but also the formation of character and life skills necessary for future success (Ulfah & Arifudin, 2020; Yunaini & Winingsih, 2022).

Albert Bandura's Social Cognitive Theory has significantly influenced educational practices, particularly in the areas of character development and active learning. The theory underscores the critical role of observational learning, modeling, and reciprocal social interaction in shaping student behavior, beliefs, and self-efficacy (Sumianto et al., 2024; Priyambodo et al., 2022). Within this framework, teachers function not only as instructors but also as behavioral models whose actions and attitudes are often internalized by students. The way teachers integrate local cultural

wisdom and demonstrate leadership behavior contributes to students' imitation and internal character formation (Priyambodo et al., 2022).

Key components of Bandura's theory in practice include the design of collaborative and student-centered learning environments that promote confidence, reinforce moral values, and enable habituation of positive behaviors (Siswadi, 2022; Priyambodo et al., 2022). In Hindu education, for example, teachers are expected to model virtuous conduct, embodying religious and ethical teachings in daily practice (Siswadi, 2022). Learning is seen as an active process wherein students observe, reflect, and reframe modeled behavior into personal insight, thereby stimulating both critical and creative thinking (Lesilolo, 2019).

Despite its conceptual strengths, the implementation of Bandura's theory in Indonesian primary schools faces challenges. Sumianto et al. (2024) note that inadequate educational infrastructure and low levels of teacher readiness often hinder optimal application. Addressing these limitations requires investment in teacher training and the development of learning environments that support observational and participatory learning processes.

Character education in schools plays a critical role in shaping students' personalities and instilling positive values that support holistic development. Sulma Mafirja (2018) emphasizes that character education is not merely about moral instruction but involves structured efforts to cultivate integrity, discipline, and responsibility in learners. The success of such programs often depends on effective collaboration among schools, families, and the wider community (Saputri et al., 2025).

Among the key instruments for delivering character education is the school guidance and counseling (BK) program. These services offer both preventive and developmental interventions, making them a vital component in reinforcing students' moral and behavioral competencies (Mafirja, 2018). The cultivation of discipline, in particular, is facilitated through a range of strategies—such as clear rule communication, home visits, and personal counseling—which are

implemented jointly by schools and parents (Amma et al., 2020).

Holistic approaches, such as the "7 Cinta" model and the integration of character values into both formal and informal curricula, have demonstrated effectiveness in fostering student transformation (Nurfadlilah et al., 2025). Nevertheless, challenges remain. These include students' diverse socioeconomic backgrounds, limited parental engagement, and resource constraints within schools (Saputri et al., 2025; Nurfadlilah et al., 2025). Despite these barriers, many schools report measurable improvements in students' honesty, discipline, and sense of responsibility—highlighting the promise and potential of sustained, collaborative character education programs (Nurfadlilah et al., 2025).

Recent scholarly works emphasize that character education in Indonesian primary schools is vital for fostering core values such as discipline and responsibility. A key strategy in this effort is the integration of character values into lesson plans and school culture, ensuring that students encounter moral learning not only through formal instruction but also through daily behavioral reinforcement (Amelia & Dafit, 2023; Mawardi et al., 2024). Schools also establish clear behavioral expectations and adopt structured systems of reward and punishment to support these values in practical, observable ways.

Effective character formation requires consistent enforcement of rules, coupled with collaborative efforts between teachers, administrators, parents, and community members (Rahmah et al., 2024; Mawardi et al., 2024). However, the implementation of these strategies is often hindered by contextual challenges, such as the diversity of student backgrounds, discrepancies in parenting styles, and inconsistent application of school policies (Amelia & Dafit, 2023).

To overcome these issues, researchers recommend enhancing time allocation for guidance and counseling (BK) services, providing ongoing teacher training, and strengthening school–parent partnerships. Additionally, the use of systematic monitoring and consistent enforcement of rules is essential to maintain integrity in the character education process (Mafirja, 2018; Rahmah et al., 2024). With these measures in place, schools can effectively nurture students to become self-reliant, value-driven

individuals who are prepared to contribute meaningfully to society.

IV. CONCLUSION

The implementation of the Guidance and Counseling (BK) program at SD Negeri 090 Cibiru has proven to be an effective strategy in shaping students' character, particularly in cultivating discipline and responsibility. Through structured services, active teacher involvement, integration of character values into school culture, and consistent rule enforcement, the program has contributed significantly to improving student behavior and fostering independence. The study also emphasizes the importance of collaboration among teachers, school leaders, parents, and the wider community in ensuring the sustainability and effectiveness of character education. Despite facing several challenges, such as inconsistent parental involvement and diverse student backgrounds, the BK program has demonstrated positive outcomes, making it a valuable model for character development in primary education. Continued efforts in evaluation, teacher training, and community engagement are essential to enhance and expand the impact of such programs in preparing responsible, morally grounded future generations.

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