Individual Blended Counseling Design for Disciplinary Responsibilities

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Abstrak

Setiap individu harus memiliki karakter tanggung jawab disiplin. Guru/konselor sekolah dapat menumbuhkan tanggung jawab disiplin melalui layanan konseling individu, bimbingan dan konseling, guru/konselor sekolah dapat menumbuhkan tanggung jawab disiplin. Konselor melakukan layanan konseling terpadu di masa pandemi atau pascapandemi. Studi literatur dengan jurnal, buku nasional dan internasional sebagai sumber data yang relevan. Studi ini menunjukkan bahwa konsep pengaturan konseling individual blended menjawab tantangan baru bagi guru bimbingan dan konseling. Konseling tidak harus tatap muka dan tidak selalu sepenuhnya online, namun guru BK dapat menyesuaikan dengan kondisi klien dan kondisi guru BK. Fasilitas konseling tatap muka, aplikasi berbasis teks dan panggilan video memiliki peran konseling campuran masing-masing. Dengan demikian, guru bimbingan dan konseling dapat menerapkan konsep dan penerapan layanan konseling komposit dalam pengaturan individu untuk meningkatkan tanggung jawab disiplin.

Kata kunci: Disiplin, Konseling Individual Blended, Tanggung Jawab

Abstract

Each individual must own the character of disciplinary responsibility. Teachers/school counsellors can cultivate disciplinary responsibility through individual counselling services, guidance, and counselling, teachers/school counsellors, can cultivate disciplinary responsibility. Counsellors were doing blended counselling services in the pandemic or post-pandemic era. Literature study with the journal, national and international books as data sources relevant. This study indicates that the concept of individual blended counselling settings answers new challenges for guidance and counselling teachers. Counselling doesn't have to be face-to-face and not always entirely online, but guidance and counselling teachers can adjust to the client's conditions and the condition of the guidance and counselling teacher. Face-to-face counselling facilities, text-based applications and video calls have their respective blended counselling roles. Thus, guidance and counselling teachers can apply the concept and application of composite counselling services in individual settings to increase disciplinary responsibility.

Keywords: *discipline*, *individual blended counseling, responsibility*

INTRODUCTION

The character of responsibility is one of the 18 character values (Zaman, 2019). There are three stages of high school, including junior high school, high school, and vocational high school (Setiadi, 2016). Junior high school students are still considered less concerned and responsible with education or the teaching and learning process in schools (Amirullah & Hoyi, 2020). Then character of vocational high school students, they already have to carry out work seriously, have high performance, can control themselves, cope with pressure, and are responsible for the decisions they make (Pasani etc., 2018).

Responsibility is a sense of responsiveness or response that a person has to the stimulus of action that by an individual accompanied by a wholehearted tendency and a high work ethic to achieve the best. Furthermore, responsibility is a fundamental principle as the basis for individuals to interact socially, including formal education and learning (Susetyarini etc., 2019). If individuals have the character of responsibility in the educational environment, they will also own them in other settings such as the family and community environment (Kamelia & Meilani, 2019). The sense of responsibility possessed by individuals will determine the quality of life (Suwarno & Sumardjoko, 2018).

Globalization that has occurred plus the COVID-19 pandemic has resulted in digital technology playing an important role, especially in the education area and the information provision (Ardimen, 2019). This role changes individuals both in personality and behaviour due to the need to use technology in daily activities (Subhan & Nirwana, 2021). Communication development and technology can provide convenience and expand the space for people to move. Most community and individual activities aren't limited. The high media use is proportional to the current conditions of development, often referred to as the millennial generation who are familiar with technology (Kirana, 2019).

Changes in cyber word and digital require all guidance and counselling teachers to pay special attention to individuals from elementary school to college. The competencies possessed by guidance and counselling teachers are needed to realize innovations in providing counselling services, not only during the pandemic but also until the end of the pandemic (Nita etc., 2020). Guidance and counselling teachers have the challenge of carrying out counselling services, both group counselling and individual counselling, which isn't done face-to-face (offline) but also online through online media (Rosadi & Andriyani, 2021). arious techniques and strategies can use guidance and counselling services to meet individual social, personal, learning and career needs. This condition makes online-based services begin to using by guidance and counselling teachers who can still interact with individuals (Kurniawan, 2020).

Asynchronous communication can be through electronic messages, messaging applications or regular messages that give teachers guidance and counselling time to provide answers or responses with flexible times. While synchronous using various software, including Zoom, Skype, GoogleMeet and other video conferencing applications (Hartini etc., 2021). Constructivism learning theory, knowledge needs to be built through the learning process, isn't a reason to doubt or reject learning. Learning online doesn't reduce the essence of learning itself, where information transfer activities can be appropriately delivered (Isnaeni & Ahsani, 2020).

The obstacle of not having an entry schedule isn't an obstacle for guidance and counselling teachers to continue to carry out service programs (Ramadhan, 2020). Blended counselling can be an alternative to providing guidance and counselling services. Blended counselling is almost the same as blended learning as a teaching and learning strategy to combine classroom-based learning with technology and information-based online (Widiara, 2018). Many schools still don't allocate class hours for guidance and counselling teachers in Indonesia. In contrast, class hours can help guidance and counselling teachers fulfil their duties. Hours to enter class have the meaning to gain insight into Guidance and Counseling or BK and guidance related to problems faced by individuals (Permana etc., 2016).

Combine the counselling process with face-to-face and virtual as an alternative way that guidance and counselling teachers can use in helping individuals develop individual

disciplinary responsibilities. Many policymakers and guidance and counselling teachers are optimistic about implementing this blended counselling (Bingham, 2016). This goal article is to find the concept and application of blended individual counselling services to increase the responsibility disciplines.

METHOD
Types of research
This research uses the type of literature study research. This research method compiles a description of the concept of individual blended counselling settings to increase students' disciplinary responsibility as well as the appropriate application for mixed individual counselling.

Research procedure
This library research procedure develops concepts and descriptions of individual blended counselling designs for personal disciplinary responsibilities. The first step is to find ideas related to unique blended counselling designs for disciplinary responsibilities. Second, the researcher found various supporting documents regarding the concept and implementation of individual blended counselling settings to increase personal disciplinary responsibilities from international and national journals. Third, emphasize the research focus on unique blended counselling design to increase individual disciplinary responsibility. Fourth, seek, find, analyze the urgency of individual blended counselling designs to improve personal disciplinary responsibility from national and international journals. Fifth, reading and then taking notes on the research. Sixth, review and discuss. They were finally correcting the writing, reviewing and discussing the concept and application of individual blended counselling services to increase personal disciplinary responsibility.

Data source
The data sources in this study contain elements of novelty within the last five years and are relevant to the topics to be discussed by researchers both nationally and internationally. The research data has a journal limitation for 2017-2022. In addition, the documentation or literature study is an instrument in this research. The documents used are various national and international journals in the 2017-2022 period. Will analyze multiple national and international journals to find mixed individual counselling services and appropriate applications to increase personal disciplinary responsibility for accessing journals through official websites such as Scient Direct, Journals and Google Scholar.

Data analysis technique
The content analysis method validates various national and international journal articles about the concept and application of blended individual counselling services to increase personal disciplinary responsibility. The analysis in this study compares, combines, or sorts out the images and applications of unique blended counselling services to improve individual correctional duties.

RESULTS AND DISCUSSION
Results
Character is identity and identity. The character has an essential role in a person's life. The older the age, the more developmental tasks individuals, must achieve, but not all individuals can complete these tasks. The fundamental character that individuals must possess, especially in terms of education, is the responsibility of discipline, where individuals are aware of what they are obliged to do. As time changes during the pandemic, individuals begin to lose disciplinary responsibility, and there are still many violations after violations. The guidance and counselling teacher must immediately address this problem before it has a more negative impact. Then another problem arose during the pandemic. Learning activities usual activities at school had to adjust. The new challenge facing guidance and counselling teachers is no longer fully implementing online counselling because the pandemic will end, and counselling services must continue to run. Can design the solution to this problem

through blended or mixed counselling, which combines face-to-face and face-to-face counselling.

We will describe the results of this study in tabular form based on content analysis conducted in several national and international journals following the research objectives.

Table 1. The Urgency of Developing Individual Discipline Through Counseling Services

Topic	Description	Author
Disciplinary responsibility concept	Individuals obey school rules, carry out their duties and obligations as individuals, never give up to complete their responsibilities and obligations.	(Sugiana & Sofyan, 2019); (Bariyyah etc., 2018)
Factors causing disciplinary and individual irresponsibility	Internal factors, where these factors arise from self-motivation. External factors, consisting of factors from other people, economic factors and social media factors, each individual has different factors in doing disciplinary actions.	(Rosyid, 2020); (Anzalena etc., 2019)
Impact of corrective and irresponsibility	Behavioural impact: individual's undisciplined behaviour is shown by their daily behaviour at school, such as truancy, arriving late, neglecting assignments, incomplete lesson notes, not in full uniform, lazy to follow lessons, indifferent to class time, smoking, disrespectful, influencing friends to violate discipline, hanging out at the cafe near the school, and acting hyperactive in class.	(Rosyid, 2020); (Anzalena etc., 2019)
Guidance and counselling role in disciplinary responsibility	Act as a teacher, counsellor, and facilitator to increase the character of disciplinary responsibility. Improving the character of responsibility by providing preventive and curative services.	(Fandini etc., 2018)

Must internalise the development of disciplinary responsibility among individuals immediately because the individual doesn't know disciplinary responsibility. However, the burden of discipline is one of the foundations of character. Discipline development is one of the main character foundations. The result of disciplinary responsibility can be through the counselling process. Individual counselling to help solve personal problems in pandemic and post-pandemic. Individual counselling requires innovation in its implementation because guidance and counselling teachers can't continuously apply face-to-face counselling or e-counselling. One of the newest ways to deal with all challenging situations, counselling must be made as flexible as possible but doesn't eliminate the essence, goals and principles. The new method offered is in the form of blended counselling, where we will discuss the concept of blended counselling further in the table below.

Table 2. The concept of Blended Counseling Setting Individual

Topic	Description	Author
Definition of individual setting counselling	In particular, individual counselling services assist individuals in solving problems. A counsellor implements personal counselling services. Counseling services are conducted face-to-face by an expert (guidance and counselling teacher) to an individual with a problem in the counselee's life.	(Fatchurahman, 2018); (Marisa & Putri, 2017)
Understanding Blended counselling personal settings	Blended counselling or mixed counselling is an integration of traditional counselling (face-to-face) combined with digital online counselling (e-counselling). This counselling is combined as needed while still considering the goals and principles of counselling. Counseling is face-to-face and virtual, between one guidance and counselling teacher and one counselee.	(Hörmann, 2018); (Supriyanto etc., 2021); (Fatchurahman, 2018)
The purpose of unique set Blended Counseling	The purpose of this counselling is as a mediation process to ensure changes in a counselee. Besides that, this counselling can alleviate individual problems without any obstacles.	(Hörmann, 2018); (Supriyanto etc., 2021)
Blended Counseling Procedure	The preparation stage, where the guidance and counselling teacher prepares the needs assessment needs through several platforms or electronic media. Then, make a counselling contract. In the counselling stage, the guidance and counselling teacher, together with the counselled, decides on the application needed for the counselling process. The guidance and counselling teacher and counselee can meet face-to-face according to their needs and initial agreement during the counselling process. In The final stage, the guidance and counselling teacher provides evaluation and follow-up to the counselee. Added direct/face-to-face counselling procedures.	(Syamila & Herdi, 2021); (Fadhilah etc., 2021); (Supriyanto etc., 2021)
Personal blended counselling time and duration	Many face-to-face and digital counselling have the same portion adjusted to counselling needs. The duration of digital counselling isn't much different from face-to-face counselling, where one session is between 20-30 minutes.	(Habibah etc., 2021)
Guidance and counselling teacher skills in individual blended counselling settings	The following are the skills needed by guidance and counselling teachers in carrying out individual blended counselling settings: Relationship transfer, where guidance and counselling teachers can build good quality relationships during the face-to-face counselling process and when face-to-face counselling. Understanding the media platform, guidance and counselling teachers know the advantages and disadvantages of each communication media channel and adjust to counselling needs. Able to translate the counselee's expression when face-to-face counselling and maximise treatment.	(Hörmann, 2018)
Factors for the success of individual blended counselling settings	The following are the success factors for individual blended counselling settings: Will have a good relationship bond if doing individual counselling The counselee can be open and trust in the guidance and counselling teacher in individual counselling. The counselee has the motivation or enthusiasm to change for	(Marisa & Putri, 2017) ;(Hörmann, 2018)

Topic	Description	Author
	the better There is a change in the counselee's thinking, where there are no more irrational thoughts The counselee can express emotions and feelings when the counselling process occurs both face-to-face and virtual because there are only guidance and counselling teachers and the counselee.	
Advantages of Blended Counseling	The advantages of individual blended counselling settings include: The individual counselling setting service model isn't bound by distance, time, and place when conducting counselling in a more flexible sense For counselees who are embarrassed to express their problems face-to-face, they can go through online counselling combined with face-to-face meetings.	(Fadhilah etc., 2021); (Hörmann, 2018)
Disadvantages face-to-face counselling	Disadvantages face-to-face counselling: Face-to-face counselling is tied to time at school. There are still many rooms that become one with the teacher's room. Requires more stimulus for closed individuals because they have to face guidance and counselling teachers. Guidance and counselling teachers see the atmosphere of the place as a counselling room.	(Fatchurahman, 2018); (Warjono etc., 2020)
Disadvantages of face-to-face individual setting counselling	There is no law regarding the implementation of mixed counselling. This condition affects the code of ethics and principles in individual counselling settings. Requires the skills of guidance and counselling teachers in the field of technology and skills in translating the counselee's problems so that misunderstandings don't occur. Requires a stable network so as not to hinder the e-counselling process.	(Fadhilah etc., 2021)
Individual setting Blended Counseling Intervention Suggestions and Recommendations	Guidance and counselling teachers must understand the facilities, infrastructure, and applications used to implement mixed counselling in individual settings—expressions with emoticons when considering face-to-face counselling. The need to arrange a schedule when face-to-face and virtual counselling is needed.	(Zakiyah etc., 2018); (Syamila & Herdi, 2021)

The table above describes the concept of individual blended counselling settings where this mixed counselling answers the new challenge of educational guidance and counselling teachers that counselling doesn't have to be face-to-face and not always entirely online. Still, guidance and counselling teachers can adjust to the client's condition and the guidance teacher's time. And counselling. This reference strengthens that education activists, especially BK teachers or guidance and counselling teachers, can follow directions and can follow changes. In essence, blended counselling makes it easier for guidance and counselling teachers and counselees in the therapeutic process according to their needs. Without compromising the principles of counselling, any deficiencies and suggestions in blended counselling, both face-to-face and face-to-face, can be minimized by determining the time the appropriate media according to the conditions of the guidance and counselling

teachers and counselees. Below are several facilities and infrastructure for face-to-face counselling and applications often used in the online counselling process.

Table 3. Application of Blended Counseling to Increase Discipline Responsibility

Topic	Description	Author
Text-Based Apps Video Conferenc e Based Applicatio n	Google Forms: The use of google forms in blended counselling can apply to the initial assessment of counselee problems.	(Supriyanto etc., 2020)
	WhatsApp: By optimizing WhatsApp based on mobile computing, the researchers were able to find out that the counselling teacher could solve the client's problem with an accuracy rate of 80%.	(Budianto etc., 2019); (Fahyuni etc., 2020)
	Email: Using email has several advantages. First, individual contacts can be stored and recorded so that it is easy to reflect on the client's problems. Second, compared to other text applications, email has a broader space to tell stories so that the counselee can express all his problems.	(Supriyanto etc., 2020); (Fadhilah etc., 2021); (Hörmann, 2018)
Text-Based Apps Video Conferenc e Based Applicatio n	Google Meet: use requires mutual agreement because it adapts to the individual's willingness to attend the meet. The advantage of this application is that individual expressions can see directly.	(Habibah etc., 2021)
	Zoom: like google meet, the zoom application allows guidance and counselling teachers to pay attention to the counselee's expressions and gestures. Suppose will never pay, the zoom app will never have a time limit.	(Handika & Herdi, 2021); (Habibah etc., 2021)
Face-to-face individual setting counsellin g facilities	We need to provide an individual counselling process table. Provide seats for counselees and guidance and counselling teachers. Paper, pens, voice recording media. Prepare a room following the requirements for individual counselling implementation.	(Busmayaril & Umairoh, 2018a); (Siregar, 2019)

Based on the table above, face-to-face counselling facilities, text-based applications and video calls have their respective roles in blended counselling. The need for infrastructure facilities in the face-to-face implementation and the application makes it easier for counselees and guidance and counselling teachers to relate to each other in the counselling process. Can use applications in the face-to-face and virtual counselling process as needed or adapted to the counselee.

DISCUSSION
Blended Counseling Setting Individual in the Age of Disruption
The era of disruption is a massive change and fundamentally changing all existing systems, arrangements and landscapes in new ways (Haryati, 2020). The increasingly sophisticated period and society's challenges of society 5.0 coupled with a pandemic impact restricted activities (Ayuni etc., 2021). Disruption also affects the field of guidance and counselling. One of the phenomena of disorder occurs when an innovation enters the world of guidance and counselling teachers who previously had services arranged with annual programs, semester programs and other programs that must open new insights so that guidance services and counselling continues. For guidance and counselling services to continue running, guidance and counselling teachers need different ways so that the benefits of assistance can reach individuals. Suppose we can carry guidance services out face-to-

face or face-to-face. In this case, counselling services must also undergo a new process, where counselling services enter a new era that can combine face-to-face and virtual counselling (Hörmann etc., 2019). Counselling that has this concept is blended or mixed counselling, as shown in the image below.
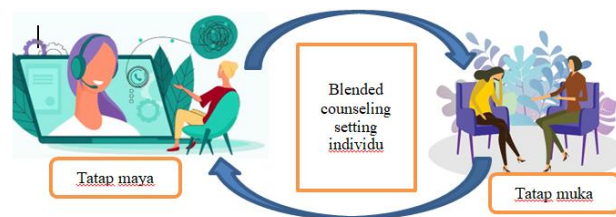

Figure 1. The process of individual blended counselling settings

In essence, mixed counselling, which is a combination, doesn't change the importance of the counselling process itself (Anggraeni, 2020). Counselling in general or done conventionally, such as individual counselling, requires counselees and guidance and counselling teachers to be in one place and time (Gozali, 2020). Face-to-face individual counselling has stages where the meeting between the guidance and counselling teacher and the counselee must meet directly in the same room. The time that must determine is the guidance and counselling teacher (Fatchurahman, 2018). While in blended counselling, the guidance and counselling teacher and the counselee don't have to be in the same room, face to face discussing the counselee's problems. Blended counselling in its implementation is much more flexible than only face-to-face counselling.

Flexible time, not necessarily during school hours, can apply blended counselling. Counsellors who are shy or afraid of being caught doing counselling because it is considered a disgrace can express their problems freely in face-to-face, blended counselling (Kupfer & Mayer, 2019). In addition, guidance and counselling teachers can still capture the expression of emotions and feelings of counselees through typing text or when conducting video conferences. Individual comfort when working individual counselling online impacts proficiency in the use of technology (Haryati, 2020). Personal comfort in overcoming problems depends on individual readiness and understanding the technology that has been. These factors are characteristics that affect the effectiveness of mixed counselling implementation.

Applications and Infrastructure Facilities for Implementation of Blended Counselling Services for individual settings to Increase Individual Discipline Responsibilities

There are two essential things for individual blended counselling setting services where there is a counselling process in the form of face-to-face and virtual face-to-face (Hidayah, 2020). One of the success factors in face-to-face counselling in this individual setting is the selection of the proper communication media channels when carrying out face-to-face counselling (Karamoy, 2018). The face-to-face individual counselling facilities include a counselling room with benches, tables, paper, pens, and data storage cabinets. The room's atmosphere is conditional like no one else except counselees and guidance and counselling teachers (Bhakti, 2017). However, it isn't only face-to-face counselling necessary but also vice versa. The selection of face-to-face infrastructure is essential to carry out individual counselling services appropriately and adequately.

Infrastructure facilities in most educational institutions in guidance and counselling services are still lacking, such as counselling rooms, where counselling rooms move from year to year. Hence, some guidance and counselling teachers explain that they feel hampered in implementing counselling (Bhakti, 2017). Infrastructure in face-to-face individual counselling performance includes guidance books, attendance for unique counselling implementation, a permit to participate in individual counselling that must give to teaching teachers when teaching hours (Busmayaril & Umairoh, 2018). The reality is that the

implementation of face-to-face counselling requires a lot of approval from several parties, such as guidance and counselling teacher colleagues at school. Often, agreements don't apply while addressing the character of responsibility problems. Therefore, implementing individual setting blended counselling to increase personal responsibility is more efficiently used in unique setting counselling services because it can adjust the performance to the circumstances of the guidance and counselling teacher and counselee.

Applications used in face-to-face counselling sessions can help the success of blended counselling. Counselling doesn't have to be face-to-face, but face-to-face counselling is considered effective in alleviating problems in individuals (Sarjun & Mawarni, 2019). Guidance and counselling teachers must view when using communication media for face-to-face counselling sessions. Digital media the counselee and guidance and counselling teachers know and what digital media the counselee can use. In addition, they are ensuring that digital media has security to keep the counselee's problems confidential (Kupfer & Mayer, 2019).

Blended counselling with individual settings is more effective because it adapts to the counselee's condition and can be carried out flexibly to the implementation of counselling services. In addition, counselees can choose whether they want face-to-face or virtual counselling or even blended counselling with individual settings. Face-to-face disciplinary responsibilities become more relevant because individuals can directly practice the task in the counselling process. School discipline can increase through a behavioristic approach in individual counselling services (Elfiza, 2018). However, they can adjust the face-to-face counselling process if the counselee is in a pandemic condition or can't meet face-to-face.

Blended counselling can be considered appropriate in increasing individual disciplinary responsibility. Individuals can choose the media used and carry out individual counselling according to a schedule agreed by the counselee with the guidance and counselling teacher. The implementation of this personal blended counselling service can also use various approaches. The limitation of this research is that there is a lack of literature review regarding blended counselling, and research on blended counselling is still scarce. Therefore this research recommends that further researchers practice blended counselling and write it in research journals.

CONCLUSION

Discipline responsibility character education is important because every individual must have character traits. Individual counselling services must carry out every problem of disciplinary responsibility. Due to the limited conditions of the pandemic or post-pandemic, it is necessary to carry out blended counselling in individual settings, face to face or face to face. Individual blended counselling becomes an urgency to be applied by guidance and counselling teachers or counsellors to serve individuals optimally, especially in developing personal disciplinary responsibilities such as the character in Indonesia. Counsellors can use individual blended counselling in any field.

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