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DESIGN OF INDIVIDUAL COUNSELING SERVICES PROGRAM BASED ON PERSONALITY PROBLEMS IN HIGH CLASS SD NEGERI 15 PADANG SARAI, PADANG CITY

RANCANGAN PROGRAM PELAYANAN KONSELING PERORANGAN BERBASIS PERMASALAHAN KEPRIBADIAN DI KELAS TINGGI SD NEGERI 15 PADANG SARAI KOTA PADANG

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Abstract
This research is motivated by the existence of students who have personality problems and need to solve them using Guidance and Counseling services. The objectives of this study were 1) To describe the personality problems of elementary school children, 2) To design an individual counseling service program based on the results of problem identification. This research is quantitative descriptive. The population in this study were 277 students in the high class at SD Negeri 15 Padang Sarai, Padang City. The simple cluster random sampling technique was used for sampling. The number of samples in this study were 73 students. The instrument used in this study was a questionnaire. Data analysis used percentage classification. The results revealed that 1) Personality problems are in the problematic category, 2) The design of an individual counseling service program based on personality problems in high class SD Negeri 15 Padang Sarai, Padang City is provided in the form of individual counseling services with a rational emotive behaviour therapy counseling model. Based on the results of this study, it is recommended to homeroom teachers in order to help solving student personality problems with a program design that has been designed by researcher.
Keywords: Personality Problems, Students, Individual Counseling

Abstract
Penelitian ini dilatarbelakangi oleh adanya peserta didik yang mempunyai permasalahan kepribadian dan diperlukan penyelesaiannya menggunakan pelayanan Bimbingan dan Konseling. Tujuan

penelitian ini adalah 1) Mendeskripsikan permasalahan kepribadian anak sekolah dasar, 2) Rancangan program pelayanan konseling perorangan berdasarkan hasil identifikasi masalah. Penelitian ini merupakan penelitian deskriptif kuantitatif. Populasi pada penelitian ini adalah peserta didik di SD Negeri 15 Padang Sarai Kota Padang di kelas tinggi yang berjumlah 277 orang peserta didik. Untuk penarikan sampel digunakan teknik Simple cluster random sampling. Jumlah sampel pada penelitian ini adalah 73 orang peserta didik. Instrumen yang digunakan dalam penelitian ini adalah angket. Analisis data menggunakan klasifikasi persentase. Hasil penelitian mengungkapkan bahwa 1) Permasalahan kepribadian berada pada kategori bermasalah, 2) Rancangan program pelayanan konseling perorangan berbasis permasalahan kepribadian di kelas tinggi SD Negeri 15 Padang Sarai Kota Padang diberikan bentuk layanan konseling perorangan dengan model konseling rational emotive behavior therapy. Berdasarkan hasil penelitian ini direkomendasikan kepada guru kelas agar dapat membantu menyelesaikan permasalahan kepribadian peserta didik dengan rancangan program yang telah dirancang peneliti.
Kata kunci: Permasalahan Kepribadian, Peserta didik, Konseling Individual

1. INTRODUCTION

Students who grow and develop in education in education such as Elementary Schools, Junior High Schools, and Senior High Schools are the hope of a nation and country which if in the future can become a foundation for the nation and state, but all of that cannot be separated from the seriousness of the efforts of a teacher or educator in sharing their knowledge which in the end can create students who have intelligence both in terms of religious spirituality, are able to control themselves and have noble character. According to Istiqomah and Suyadi (2019: 1) The average age of Indonesian children when they enter elementary school is 6 years old and finishes at the age of 12. The division of the stages of child development means that primary school-age children are in two stages of development, namely early childhood (6-9 years) and late childhood (10-12 years). According to Havighurts (Jannah, 2015: 5) primary school children's development tasks include: 1) Mastering the physical skills needed in games and physical activities. 2) Fostering a healthy life. 3) Learn to hang out and work in groups. 4) Learning to play social roles according to gender. 5) Learn to read, write and count in order to be able to participate in society. 6) Acquire a number of concepts necessary for effective thinking. 7) Develop conscience, morals, and values. 8) Achieve personal independence. Based on the information above, it can be concluded that elementary school children are 6-12 years old, where children have started to shape their personalities through the attitudes or behaviors that are raised towards those around them, elementary school age children prefer to play, like to move, like to work in groups. with peers, and like to feel or do something independently. There are some children who are in elementary school age that teachers need to know, so that students are responsive, especially at the elementary school level. As a teacher, they must be able to apply the methods prepared according to the circumstances of their students, so it is very important for an educator who sees the unveiling.

According to Sjarkawi (Chairilsyah, 2012: 1) personality is the nature and behavior of a person that differentiates himself from others and personality can be seen from interests, encouragement, gestures and social behavior patterns. Alwisol's view (Hasanah Muhimmatul, 2015: 111) personality is all the characteristics of a person that results in a persistent pattern in responding to a situation and typical patterns of thoughts, feelings and behavior that differentiate people from one another and are manifested in changing one's life as a whole. , individual, unique, and his ability to survive, open, and gain experience. According to Luthans (Sinulingga, 2016: 4) extra-vet personalities have the characteristics of being sociable, confident. Hospitality has the characteristics of being cooperative, caring, courteous. Sincerity has the characteristics of discipline. On the other hand, a neurotic personality tends to feel sad, worried, and open and has the characteristics of being curious, creative. Today the need for guidance and counseling is

increasingly important for students in the midst of the times and the current of globalization. This is inseparable from the impact of the development of science and technology and art which have an impact on changing people's lifestyles. Some real forms of problems commonly experienced by students, such as difficulties in following lessons, adjusting, and other forms of difficulty that cause anxiety, disappointment, hopelessness, pessimism, low self-esteem, and personal problems and can be helped with individual counseling. According to Prayitno (1997: 83), individual counseling in elementary schools is basically carried out by class teachers which are different from those in SMP and SMA which have Guidance and Counseling Teachers. call students to consult the problem to the class teacher. It can be concluded that the role of guidance and counseling can be applied in schools through a designed program, this program can be applied in a service model, then it can be used in understanding students and relative to children who become the basis for behavior in accordance with what children get from parents and their environment. good in thinking, knowing, and acting.

Through the Big five personality, good personality and moral values can be instilled. Based on observations made by researchers on February 24, 2020 at SD Negeri 15 Padang Sarai, there were problems with students, namely students who came late to school, students who ate in class during class hours, students who cheated when exams, students who are not confident, students who like to be alone, students who throw garbage in the classroom, students who want to win alone, students who do not collect assignments on time, students who bully friends, students who like seeking attention. Meanwhile, the interview that the researchers conducted on March 16, 2020 with the homeroom teacher, the problems of the students above, indeed often occur in the school environment, to be precise in the high class at SD Negeri 15 Padang Sarai, with this research it can be helped to solve the problems experienced by students. Based on the above phenomena, the researcher intends to carry out a study entitled "Design of Individual Counseling Services Program Based on Personality Problems in the High Class of SD N 15 Padang Sarai, Padang City".

2. METHODS

This research uses descriptive quantitative research approach (descriptive research). Yusuf (2007: 83) states that descriptive research is one type of research that aims to describe systematically, factually, and accurately about the facts and characteristics of certain populations or to try to describe phenomena in detail. The study population was 277 students who were selected as a sample of 73 using the simple cluster random sampling technique. The instrument used was a questionnaire using the Guttman scale. Sugiyono (2011: 134) the Guttman scale is a measurement scale for obtaining or wanting firm respondent types of answers, such as: true-false answers, yes-no, never-never, positive-negative, high-low, good-bad, and so on. On the Guttman scale, there are only two intervals, namely agree and disagree. Meanwhile, for data analysis using percentage classification. In this study, the data sources used to be primary data and secondary data, namely:

1. Primary data is data used or collected directly in the field from the original source by the person conducting the research. Primary data is called the number of original data because it is obtained directly from the field. The research data is in the form of data obtained from grade IV, V and VI students at SD N 15 Padang Sarai, Padang City.
2. Secondary data is data obtained or collected by researchers from existing sources, this data is also called available data. This data is usually used to complement primary data.

According to Arikunto (2006: 129) that the source of data in research is the subject from which data can be obtained. So if researchers use a questionnaire or questionnaire in data collection, then the data source or what is often called the respondent in this The study was none

other than grade IV, V and VI students at SD N 15 Padang Sarai who were involved as the sample in this study.

## 3. RESULTS AND DISCUSSION

In accordance with the research variables, the data description of the results of this study describes the research data, namely the design of an individual counseling service program based on personality problems in the high classes of SD Negeri 15 Padang Sarai, Padang City. Using valid items as many as 42 items with 5 sub variables and 10 indicators as problem boundaries, namely: 1) problems of high class children from the aspect of personality, 2) recapitulation of research results.

Based on the data that has been obtained from the distribution of questionnaires of 42 items of statements to 73 respondents, a description of the description of personality problems in high class SD Negeri 15 Padang Sarai, Padang City is obtained, which is as follows:

Tabel 1. *Distribution of Frequency and Problem Score Category Category of High Class Children from General Personality Aspects*

Classification	Category	F	%
63-84	Troubled	40	54,79
42-62	No problem	33	45,21
	Amount	73	100

Resource: Sample Sample
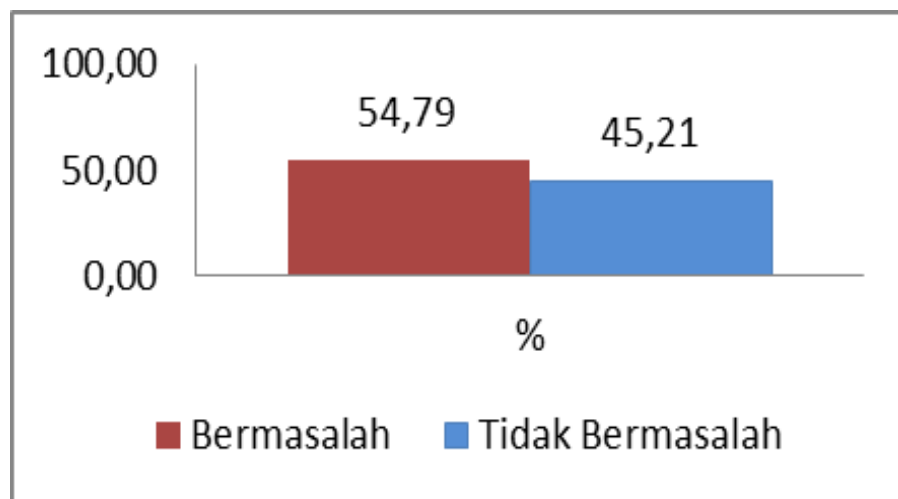
Gambar 1. Graph of the Problems of High Class Children from the General Personality Aspect

Based on Table 1 above, the results of data processing on student personality problems in general, of the 73 students belonging to the problematic criteria, as many as 40 students (54.79%) and no problem criteria were 33 students (45.21%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City are categorized as problematic criteria as many as 40 students with a percentage of 54.79%.

Tabel 2. *Recapitulation of Research Results Describing Personality Problems of High Class Students in SD Negeri 15 Padang Sarai, Padang City*

NO	Aspect	Troubled	No problem	Conclusion
A	Personality Issues	54,79 %	45,21%	Troubled
1	*Ekstravet*	60,27 %	39,73%	Troubled
a	Easy to get along	43,84 %	56,16%	No problem
b	Confidence	47,95%	52,05%	No problem
2	Friendliness	57,53 %	42,47%	Troubled
a	Able to work together	57,53 %	42,47%	Troubled
b	Care	39,73 %	60,27%	No problem
c	Polite	50,68 %	49,32%	Troubled
3	Seriousness	56,16 %	43,84%	Troubled
a	Discipline	56,16 %	43,84%	Troubled
4	*Nourotisme*	75,34 %	24,66%	Troubled
a	Sad	75,34 %	24,66%	Troubled
b	Worried	67,12 %	32,88%	Troubled
5	Open	71,23 %	28,77%	Troubled
a	Curiosity	61,64 %	38,36%	Troubled
b	Creative	65,75 %	34,25%	Troubled

Based on Table 2 above, it can be concluded that the description of personality problems in high-grade students at SD Negeri 15 Padang Sarai, Padang City is generally problematic with a percentage of 54.79%. Furthermore, the problem description of all aspects of the extra-vet's personality has problems with a percentage of 60.27%, the problem of hospitality personality aspects with a percentage of 57.53%, the problem of seriousness with a percentage of 56.16%, the problem of problematic neuroticism with a percentage of 75.34%, and open personality aspects have problems with a percentage of 71.23%.

The results of this study are in line with those described by Alwisol (Hasanah Muhimmatul, 2015: 111) Personality is all the characteristics of a person that results in a persistent pattern in responding to a situation as well as typical patterns of thoughts, feelings, and behavior that differentiate people from one another. and manifested in changing a person's life as a whole, individually, unique, and his ability to survive, open up, and gain experience.

The following will discuss the results of research from 5 sub-variables with 10 indicators. The results of the study are based on sub variables :
a. Extravet's personality

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of Extravet's personality, there were 73 students belonging to the problematic criteria as many as 44 students (60.27%) and on the non-problematic criteria as many as 29 students (39 , 73%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the

aspect of extra-vet personality, are categorized as problematic criteria as many as 44 students with a percentage of 60.27%. This means that most students have extra-vet personality problems. According to Luthans (Sinulingga, 2016: 4) extra-vet personalities have the characteristics of being sociable, confident. So, when students are extra-vet students, their personalities will support their learning motivation because they are supported by ambition and a strong desire to achieve learning goals. Based on the explanation above, it can be concluded that the extra-vet personality that students have will have a positive effect on their learning motivation so that they can achieve the desired achievement. However, the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, have a personality that has learning problems.

b. Friendly Personality

Based on the results of data processing on the personality of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of friendly personality, there were 73 students belonging to the criteria consisting of 42 students (57.53%) and on the criteria without problems as many as 31 students (42, 47%). So it can be denied that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City from the aspect of hospitality personality are categorized as problematic criteria as many as 42 students with a proportion of 57.53%. This means that most students have a friendliness personality problem. According to Luthans (Sinulingga, 2016: 4) the hospitality personality has the characteristics of being able to cooperate, care, and be polite. Students who are able to work together with their peers in learning will achieve more optimal learning goals, because in every learning process in class, students are expected to be able to work together, communicate politely and care for friends. Based on the theory above, it can be concluded that the friendly personality is not able to work together between students and other students so that there is no good relationship in learning. The results obtained were many students in high class SD Negeri 15 Padang Sarai, Padang City who did not have a personality that was able to work with their friends and were categorized as problematic.

c. Personality of Seriousness

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the seriousness aspect of the personality, there were 73 students belonging to the problematic criteria as many as 41 students (56.16%) and 32 students (43). , 84%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of seriousness, belong to the problematic criteria of 41 students with a percentage of 56.16%. This means that most students have serious personality problems. According to Luthans (Sinulingga, 2016: 4) seriousness personality has disciplinary characteristics. Students are expected to be able to be disciplined in obeying school regulations and in the learning process such as arriving on time to school and doing homework given by the teacher. Based on the theory above, it can be concluded that seriousness personality is a rule that must be obeyed by students such as discipline. However, the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, have personalities who are not disciplined in obeying school rules.

d. Neuroticism Personality

Based on the results of data processing on the personality problems of high-grade children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of neuroticism, there were 73 students classified as problematic as many as 55 students (75.34%) and 18 students (24.66%) without problem. %). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City from the aspect of neuroticism personality are categorized as problematic criteria as many as 55 students with a percentage of 75.34%. This means that most students have neurotic personality problems. According to Luthans (Sinulingga, 2016: 4) neuroticism personality will tend to feel sad, worried, students who have a sad

personality will make their socialization not run smoothly in learning. Based on the theory above, it can be concluded that neuroticism is the sad and worried personality of students who can influence their socialization in learning. However, the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, have problematic personalities.

 e. Open Personality

  Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of open personality, there were 73 students belonging to the problematic criteria as many as 52 students (71.23%) and on the non-problematic criteria as many as 21 students (28 , 77%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of open personality, are categorized as problematic criteria as many as 52 students with a percentage of 71.23%. This means that most students have open personality problems. According to Luthans (Sinulingga, 2016: 4) open personality has curiosity and creative characteristics. High motivation to learn will trigger high curiosity, flexibility in dealing with challenging learning situations and problem solving. Students who have an open personality will tend to excel. Based on the above theory, it can be concluded that an open personality is a personality who has a high curiosity which usually increases student achievement. However, the results obtained by many students in high class SD Negeri 15 Padang Sarai, Padang City who have personalities do not have high curiosity.

Next will be discussed indicator :

 1) Sociable Personality

  Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of sociable personality, there were 73 students belonging to the problematic criteria as many as 32 students (43.84%) and on the non-problematic criteria as many as 41 students (56.16%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City from the aspect of sociable personality are categorized as non-problematic as many as 41 students with a percentage of 56.16%. This means that most students do not have problems with sociable personalities. According to Samrin (2016: 111) easy to get along is the ability of individuals to interact closely with other individuals based on emotional aspects, for example a child feels happy, trusts and is safe to hang out with anyone. Based on the above theory, it can be concluded that the sociable personality is the ability of an individual or child to interact with their environment, such as at school to get along with anyone. The results obtained by students in the high class SD Negeri 15 Padang Sarai, Padang City did not have problems with association.

 2) Confident Personality

  Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of self-confidence, there were 73 students belonging to the problematic criteria as many as 35 students (47.95%) and on the non-problematic criteria as many as 38 students (52.05%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of self-confidence, are classified as not problematic as many as 38 students with a percentage of 52.05%. This means that most students have no problem with confidence. According to Oetomo (2012: 20) self-confidence is a positive attitude that a child has which enables him to develop positive assessments, both for himself and the environment or the situation he is in. Based on the above theory, it can be concluded that a confident personality is a personality that develops positive self-assessments. So the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, have confident personalities.

3) Personality Able to Work Together

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of personality, there are 73 students who are categorized as problematic criteria as many as 42 students (57.53%) and the criteria without problems are 31 students (42 , 47%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of personality, are able to work together and are categorized as problematic criteria as many as 42 students with a percentage of 57.53%. This means that most students have problems with the ability to work together. According to Samrin (2016: 110) working together is an effort carried out jointly between one person or between groups that aims to achieve common goals, such as working together and learning groups. Based on the theory above, it can be concluded that the cooperative personality is a good personality who usually does something together, such as doing the assignments given by the teacher. The results obtained were many students in high grade SD Negeri 15 Padang Sarai, Padang City who had problems with cooperation and did things separately.

4) Caring Personality

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of caring personality, there were 73 students belonging to the problematic criteria as many as 29 students (39.73%) and on the non-problematic criteria as many as 44 students (60 , 27%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of caring personality, belong to the non-problematic criteria as many as 44 students with a percentage of 60.27%. This means that most students do not have a problem with caring and are categorized as students who care about the environment. According to Oetomo (2012: 22) caring is a basic value and attitude of paying attention, acting on conditions or circumstances in the environment where we are like caring about friends who are sick and ignoring friends who ask to tell stories. Based on the above theory, it can be concluded that the caring personality is the personality that a child must have because caring for others will affect himself. The results obtained by many students in the high grade SD Negeri 15 Padang Sarai, Padang City, have a caring personality for the surrounding environment so that they do not have problems with caring.

5) Courteous Personality

Based on the results of data processing on the personality problems of high-grade children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of polite personality, there were 73 students classified as problematic criteria as many as 37 students (50.68%) and on the non-problematic criteria as many as 36 students (49, 32%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of polite personality, belong to the problematic criteria as many as 37 students with a percentage of 50.68%. This means that most students have polite personality problems. According to Oetomo (2012: 20) polite is respectful and respectful in behavior, polite in speaking to parents, teachers, friends and the environment. Based on the above theory, it can be concluded that the polite personality is a polite personality in behaving towards larger people. However, the results obtained by many students in high class SD Negeri 15 Padang Sarai, Padang City were disrespectful to their teachers and were categorized as problematic.

6) Discipline Personality

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of disciplinary personality, there were 73 students belonging to the problematic criteria as many as 41 students (56.16%) and 32

students (43). , 84%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City from the aspect of disciplinary personality are categorized as problematic criteria as many as 41 students with a percentage of 56.16%. This means that most students have personality problems, discipline does not comply with school rules. According to Samrin (2016: 110) discipline is a form of obedience to a person in following rules or regulations driven by inner awareness. Based on the above theory, it can be concluded that a disciplined personality is a personality who obeys the rules and obeys the decisions that have been set. However, the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, were not disciplined towards school rules and were categorized as problematic.

7) Sad Personality

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the sad personality aspect, there were 73 students classified as problematic as many as 55 students (75.34%) and 18 students (24.66%) who were not problematic. %). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the sad personality aspect, are categorized as problematic criteria as many as 55 students with a percentage of 75.34%. This means that most students have sad personality problems due to studying online. According to Oetomo (2012: 21) Sadness is a normal trait in a person but is only an indicator of illness if feelings of sadness are excessive, disturbing thoughts and disturbing daily life. Based on the theory above, it can be concluded that sad personality is a normal trait that is raised by a child so that a sad attitude is an overflow of emotions. However, the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, felt sad and were categorized as problematic.

8) Worried Personality

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of personality, there are 73 students who are categorized as problematic as many as 49 students (67.12%) and 24 students (32 , 88%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of worrying personality, are categorized as problematic criteria as many as 49 students with a percentage of 67.12%. This means that most students have worry personality problems. According to Arikunto (2006: 45) worry is an attitude of overreacting or being too anxious about a problem or situation. Worry is usually accompanied by discomfort and anxiety, in certain circumstances worry can cause severe anxiety and panic such as facing a test. Based on the above theory, it can be concluded that the worried personality is a personality that creates a sense of anxiety in certain conditions and makes children always worry when facing exams. The results obtained by many students in high class SD Negeri 15 Padang Sarai, Padang City who are worried about being categorized as problematic.

9) Personality Curiosity

Based on the results of data processing on the personality problems of high-grade children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of personality curiosity, there were 73 students classified as problematic as many as 45 students (61.64%) and on the criteria without problems as many as 28 students (38 , 36%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City from the aspect of curiosity personality are classified as problematic criteria as many as 45 students with a percentage of 61.64%. This means that most students have a curiosity personality problem. According to Arikunto (2006: 45) curiosity is a feeling or will that is in the mind of a child that encourages and motivates the child to want to know new things and expand the knowledge they

have. Based on the above theory, it can be concluded that the curiosity personality is a desire that encourages children to know new things. So the results obtained by many students in the high class of SD Negeri 15 Padang Sarai, Padang City, who do not have high curiosity, are categorized as problematic.

10) Creative Personality

Based on the results of data processing on the personality problems of high-class children at SD Negeri 15 Padang Sarai, Padang City, from the aspect of creative personality, there were 73 students classified as problematic criteria as many as 48 students (65.75%) and on the criteria without problems as many as 25 students (34, 25%). So it can be concluded that the personality problems of children in high class SD Negeri 15 Padang Sarai, Padang City, from the aspect of creative personality, are categorized as problematic criteria as many as 48 students with a percentage of 65.75%. This means that most students have problems with creative personalities. against a creative personality. According to Arikunto (2006: 46) creative is an ability that exists in children in creating new things in their own way itself so as to create a creativity that can be useful for everyone. Based on the above theory, it can be concluded that creative personality is the ability of a child to work to produce something new. So the results obtained by many students in high class SD Negeri 15 Padang Sarai, Padang City are not creative and are categorized as problematic.

Based on the results of the research that the researchers have done, there are several problematic indicators that are sorted from the highest percentage of student personality problems, namely sadness, worry, not creativity, no high curiosity, unable to cooperate, undisciplined and impolite. So it can be resolved by means of individual counseling with rational emotive behavior therapy counseling model. Rational emotive behavior therapy can be used to help change someone's irrational way of thinking to become rational and change negative behavior to positive.

This problem can be handled with individual counseling services so that children have a good personality at school, namely:

a. Rational

Guidance and counseling in schools should be carried out by teachers who are experts in their fields, but the role of guidance and counseling in SD is replaced by the role of classroom teachers so that there is minimal resolution of student personality problems, with the rational emotive behavior therapy counseling model that is designed to help solve problems The personalities of students through the help of class teachers and individual counseling can be done to students who have personality problems, for example, the problem with the highest percentage is that students like sadness. So that the class teacher calls students to find out why students have these personality problems.

b. Hope

Researchers hope that with the implementation of this individual counseling service students can change their negative personalities into positive ones.

4. **CONCLUSION**

Based on the results of data analysis and discussion, it can be concluded that the Personality Problems of Students in High Class SD Negeri 15 Padang Sarai, Padang City can be taken as follows:

1. Personality problems are categorized as problematic.
2. The design of an individual counseling service program based on personality problems in high-grade SD Negeri 15 Padang Sarai, Padang City is provided in the form of

individual counseling services with a rational emotive behavior therapy counseling model.

5. ACKNOWLEDGMENTS

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