

Research Article

The Role Of Guidance Counseling Teachers in the Independent Curriculum Towards Forming the Profile of Pancasila Students

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Received : January 9, 2025

Revised : January 26, 2025

Accepted : February 15, 2025

Available online : February 27, 2025

How to Cite: Rizki Kurniawan, Firman, Mohd. Suhadi Bin Mohamed Sidik 2025. "The Role of Guidance Counseling Teachers in the Independent Curriculum Towards Forming the Profile of Pancasila Students". *Risalah, Jurnal Pendidikan Dan Studi Islam* 11 (1):7-12. https://doi.org/10.31943/jurnal_risalah.v11i1.1247.

Abstract: The Ministry of Education and Culture of the Republic of Indonesia has established a strategic plan to encourage the progress of students who adhere to the principles of Pancasila. This approach requires the participation of various stakeholders at both broader and specific levels, including educational counselors who have an important function in achieving this goal. This essay explores the role of counselors in forming Pancasila student profiles and the subsequent influence on students' personal resilience, by utilizing literature study techniques. School counselors have the task of developing character education by cultivating personal resilience attributes in students, such as self-confidence, commitment to principles, autonomy, and accountability. This is in line with the six character profiles of Pancasila students, which include religious faith, firm commitment to God, and virtuous ethics; embracing global diversity; foster collaboration; promote independence; encourage critical thinking; and foster creativity. In addition, it is very important to foster collaboration between all parties involved in order to actively anticipate and overcome the impacts that may arise from the application of counterproductive methods in the field of counseling.

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Keywords: *Pancasila Student Profile, Independent Curriculum, The Role of Guidance and Counseling Teachers*

INTRODUCTION

A project-oriented extracurricular activity, the Pancasila Student Profile Strengthening Project is aimed to promote competency and nurture character development in accordance with the Pancasila student profile. The project is supposed to be participated in by students outside of the classroom. Document No. 56/M/2022, which is a Government Regulation issued by the Ministry of Education and Culture, contains the regulations that govern this project. The Graduate Competency Standards were utilized as the basis from which this profile was constructed in order to fulfill its intended function. This program is carried out in a flexible way with the intention of enhancing the visibility of students who are enrolled in the Pancasila academic program. This program's content, activities, and duration of implementation are all subject to change. Independently, outside of the context of the school's regular operations, efforts were made to improve the academic performance of Pancasila students. The implementation of project-based learning in Indonesian schools is not yet widespread and requires significant support from the government in the form of policy. A program with the goal of enhancing the academic performance of pupils who adhere to the Pancasila principle. (Hamzah et al., 2022; Nurdyansyah et al., 2022; Yohanes Kefi et al., 2022).

Academic autonomy refers to students' capacity to acquire knowledge without hindrance, allowing them to engage in their studies with a sense of calm, ease, and satisfaction, unencumbered by stress and pressure. This means recognizing and developing their innate talents, without imposing requirements to pursue or excel in fields that do not align with their interests and abilities. The goal is to ensure that each student develops a portfolio that aligns with their individual interests (Abidah et al., 2020). However, it is important to recognize that students may not always use their own discretion when applying or utilizing the knowledge and skills they acquire. Independent learning requires students to have the ability to think critically about the prospects for achievement that they can obtain by using the knowledge they have acquired. Implementation of this series will result in optimal achievement of the learning objectives anticipated by the instructor. Students are required to apply the abilities and skills they have acquired to

independently seek and discover alternative methods to overcome any future obstacles they may encounter (Barnadib, 2002).

Nowadays, a new educational program called the autonomous curriculum is introduced. A self-paced curriculum is a teaching method that allows students to learn at their own pace and in a relaxed, pressure-free atmosphere, allowing them to demonstrate their innate abilities. Merdeka Belajar focuses on increasing autonomy and developing innovative thinking through the implementation of an independent curriculum, thereby aiming to transform Indonesia's national education system. According to Yamin & Syahrir (2020), The aim of this proclamation is to support and encourage change and progress in society, so that the country can successfully adapt to changing situations. In line with this, the Minister of Education Nadiem Makarim emphasized that educational reform cannot be achieved only through administrative measures, but requires a cultural revolution (Setriawan & Ahmad, 2021)

This is in line with the view that the concept of autonomous learning can be implemented in accordance with the comprehensive goals and objectives of Indonesian education, which seeks to produce people who have the skills and capacity to develop in various areas of life. The independent curriculum seeks to foster the growth of students according to their potential and abilities by providing learning experiences that are rigorous, superior, creative, hands-on, varied and forward-looking. To instill the Pancasila profile in students, the successful implementation of this new curriculum reform requires teamwork, steadfast dedication, seriousness and effective implementation from all stakeholders (Fetra et al., 2020).

To increase the effectiveness of advice and counseling, a deep understanding of the laws and regulations relating to the formation of Pancasila student profiles and the provision of guidance and counseling services is needed (Ratnasari & Neviyarni, 2021), Direction and teaching Teachers have the capacity to act as agents that stimulate or accelerate change, as well as fulfill the roles of preventer, advisor/therapist, expert, organizer, evaluator, and career facilitator (A. A. Sari et al., 2022). The inclusion of guidance and counseling teachers in educational institutions is an important element in facilitating the progress and development of student (Firman, 2018). As a provider of advice and counseling services, we provide assistance on topics related to personal, social, educational and career issues. This can be attributed to the development of self-directed learning programs, which are seen as the standard of achievement in the current curriculum. The aim of the program is to encourage the development of graduate students who

possess the qualities of adaptability, flexibility, and benevolence, thereby equipping them to engage effectively in the global labor market (Suriadi et al., 2021).

It is possible to facilitate the implementation of the independent curriculum through the provision of guidance and counseling services. As a direct reaction to the requirement for a suitable educational system in this era of the fourth industrial revolution, the implementation of an autonomous curriculum has been put into place. The development of critical thinking, creative thinking, and inventive thinking skills, as well as the ability to communicate well and interact well with others, is required for this transformation (Ratnasari & Neviyarni, 2021). In order for educational institutions to effectively meet the needs of the industrial revolution of the 21st century, the fourth industrial revolution also presents educational institutions with both challenges and opportunities.

The preparation of this Best Practice has the following goals: 1) to match the Pancasila Student Profile Strengthening Project program with the role of guidance and counseling teachers (BK teachers) in the provision of guidance and counseling services in schools; 2) to ensure that the program is aligned with the Pancasila Student Profile. Within the context of the guidance and counseling services offered by SMP Negeri 29 Padang, the objective is to enhance the quality of the role that guidance and counseling teachers (BK teachers) play. For the purpose of establishing communication and collaboration with all staff working in educational units and connected agencies in order to provide assistance for the project of building the Pancasila Student Profile

RESEARCH METHODS

Within the scope of this piece of writing, a literature review as well as a literature research are utilized in order to strengthen the review of the numerous sources that have been identified. For the purpose of this work, the research that was carried out in libraries served as the primary source of information, and it also served as the basis for the initial writing plan. A wide range of sources, including but not limited to books, scientific papers or essays, theses, dissertations, encyclopedias, and other sources, both printed and electronic, have been utilized in order to compile this information (Azizah, A., & Purwoko, 2019). The investigation of theoretical works, references, and other academic publications that concentrate on the culture, qualities, and regulations that emerge within the social setting that is being researched is what is referred to as publishing studies (Sugiyono, 2010). The literature review

is based on a limited amount of evidence, specifically the viewpoints of previous researchers who utilized the group discussion learning strategy to improve students' capacities to communicate with one another effectively. When researchers talk about secondary data, they are referring to evidence that they have not collected directly from the people they are studying. It is possible to obtain secondary data from a wide variety of sources, such as books and other discoveries made through research.

RESULTS AND DISCUSSION

a. The Role of Counselors in Schools

In accordance with Article 1 of the 2003 National Education System Law, an educator is someone who has the necessary qualifications to carry out roles such as teacher, lecturer, counselor, student tutor, facilitator, or other positions in accordance with their field of competence. They actively participate in the provision of education. School counselors are entrusted with different roles and obligations related to character education, according to formal legal definitions. To provide character education effectively and uphold the student profile of Pancasila, school counselors must demonstrate strong dedication to this effort. (Stone & Dyal, 1997). There are other factors that school counselors must pay attention to in character education, including the following: (1) Consultant, (2) Model, (3) Problem Solver, (4) Mediator, (5) Change Agent, (6) Manager (Ar Noya & Salamor, 2020).

These six counselor duties synergistically contribute to the development of the character of Pancasila students. By providing counseling services, schools can help students and teachers overcome personal and social problems that may hinder the fulfillment of the Pancasila student profile. This allows individuals to express their concerns and complaints to the appropriate counselor, thereby minimizing ambiguity and sentiments of disorientation. This is further strengthened by the influence of other counselors who act as role models or mentors and are easy to observe. Teenagers, especially students, often need a mentor or role model to serve as a source of inspiration and advice.

Counselors play an important role in guiding students through the decision-making process to overcome obstacles they may face. The goal of this tutoring is to increase students' ability to admit their mistakes, encourage self-reflection, and stimulate personal development. To obtain and examine data and ideas. This scenario encourages the development

of independence and analytical thinking. Students' critical reasoning abilities show different characteristics, which can be influenced by factors such as biological sex and gender identity (Salahshoor et al., 2016; Zetriuslita et al., 2016), usia (Yu et al., 2017), and students' cultural background (Suardana et al., 2018). The development of critical reasoning requires support and guidance from professionals in the field, especially through counseling services in educational institutions.

Guidance and counseling are systematic, intentional, and structured services that address students' psychological needs in the domains of personal, social, and career development in an educational environment. Children have a psychological need to acquire critical thinking skills. Thus, providing guidance and counseling services is one means of meeting these needs and fostering students' analytical thinking abilities in an educational environment (Fradinata et al., 2022). Apart from that, counselors are required to act as mediators when students are involved in conflict, in accordance with their duties. The counselor's main task is to improve students' mastery of intercultural communication with their classmates. In addition, by carrying out the counselor's function effectively as a catalyst for change, it will be possible to foster understanding and overcome existing problems between the parties concerned. This is achieved by appropriately communicating each party's perspective. What is no less important is the role of counselors as proactive managers, actively involved in forming student profiles that exemplify Pancasila values in educational institutions. Efficient and effective management is essential to ensure the smooth implementation of program or activity designs and the functionality of existing instruments. To guarantee the highest level of responsibility and transparency.

Emphasizing a comprehensive understanding of the counselor's role is critical to preventing misinterpretations by other educators, such as classroom teachers. A thorough understanding of the duties of counselors in educational institutions will have a direct influence on their inclusion as educators in accordance with the mandate of the law (Wangid, 2009).

b. The Role of Counselors in Forming Pancasila Student Profiles

School counselors should determine activity programs that actively involve students in developing and strengthening their character.

Activities can be carried out independently and integrated into the guidance and counseling curriculum or synchronized with educators from other fields to increase collaboration. The program in question has the capacity to act as a preventive, rehabilitative, preservative or development effort aimed at growing student character. The following are some of the findings from research results of researchers regarding programs that counselors might use to create profiles of Pancasila students in their schools: (1) Preventive, (2) Curative, (3) Preservative

Each program implementation is expected to improve students' character values in order to produce a comprehensive Pancasila student profile. Online consultation services rely on counselors' expertise in utilizing rapid technological advances effectively. This service provides remote assistance to students who need support and cannot have an in-person consultation. To improve the Pancasila Student Profile Program, it is recommended to take advantage of today's technological advances, such as offering face-to-face and online courses, while still prioritizing character development in the learning process. Counselors can enhance their approach by providing a variety of up-to-date resources within a gamification framework, thereby increasing student satisfaction, enjoyment, and engagement in reward-based programs.

To improve the Pancasila Student Agent Program, it is recommended to involve students and take advantage of their excitement in utilizing social media as agents or advocates. This will ensure that their daily lives and behavior are in line with, or exemplify, the basic concepts of the Pancasila student profile. Counselors have the authority to give prizes to students who continuously produce content according to the program that has been determined at the end of each semester. Furthermore, this program has the potential to become a Pancasila student ambassador contest at school level. The formation of program design principles is closely related to the implementation of character education, which consists of three different components: morality, virtue, and behavior.

First and foremost, students must have a thorough understanding of the basic principles on which moral concepts are based. It is important to offer academic definitions and moral information that is based on philosophical concepts, presented concisely and easily understood to enhance student understanding. Then it develops into genuine moral

feelings, before the transformation of morality into real behavior. The moral part should be applied analogously to the goodness part. Students should gain a thorough understanding of the basic principles of goodness, including its scientific definition and philosophical foundations. Furthermore, this understanding should be a catalyst for cultivating a genuine ambition to participate in altruistic endeavors and actively contribute to the progress of society. Likewise, the habituation process follows the same pattern. When there is harmony between thoughts, feelings and behavior, habits can become a unified and influential force.

Through analysis of historical records, it can be seen that the basic nature of Indonesian humans is summarized in four basic principles that were established by the nation's founding fathers. The elements mentioned above include Pancasila which is the fundamental and philosophical basis for national life; The 1945 Constitution which is the basis of the country's legal framework; Bhinneka Tunggal Ika which symbolizes commitment to national unity; and the Unitary State of the Republic of Indonesia which symbolizes the common homeland of the Indonesian nation (E. Sari & Majo, 2023). These four pillars are important elements in the implementation of character education as previously explained. According to the ERIC Resource Center, school counselors are tasked with supervising and administering character education programs in schools. This is possible because school counselors have their own obligations to help children grow social awareness and overcome mental health problems. This statement explains the amount of intimacy and familiarity that school counselors must have with character education programs.

This definition is understandable because the role of a school counselor is closely related to the student's personality and temperament. The main goal is to foster student autonomy and accountability. The American School Counselor Association (ASCA) supports this statement, because they believe that " It is imperative that professional school counselors play an active role in the process of starting, facilitating, and promoting character education programs within the curriculum of institutions of higher learning. The professional school counselor, who is a member of the school community and a highly resourceful individual, plays an active role in the provision of character education in the schools by working jointly with the teachers and administration. This education is an essential component of the school's curriculum and activities." (ASCA, 1998). Considering the understanding of the character of the

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Indonesian nation as previously explained, it is important to reaffirm the importance and proportionality of the counselor's role in character education. The aim is to create conditions and environments that encourage the development of intellectually gifted students with strong moral values in both local and national communities.

CONCLUSION

The government has implemented a separate curriculum for schools, from PAUD to SMA, with the aim of fostering the development of students who have Pancasila values. Tutors are very important in education because they contribute to the psychological well-being of students and help them achieve their full potential for optimal growth. Supervising teachers are involved in data analysis, assessment, program planning, and delivery of a variety of services. To optimize the development of Pancasila student profiles, the techniques used are through fostering self-awareness and providing project-based services.

Through the provision of education, teaching, and counseling services, it is possible to cultivate a Pancasila student profile. Through the implementation of individualized guidance and counseling services and programs, teachers of guidance and counseling are able to accomplish these objectives. Within the context of providing students with appropriate support in the process of fulfilling the Pancasila student profile, the utilization of strategic and innovative services plays a significant role. For the purpose of ensuring that guidance and counseling services are successful and produce the best possible results, it is necessary to improve the abilities of education professionals who teach these subjects. Through the provision of technical guidance on the application of the curriculum, individualized training, and appropriate tactics, it is possible to enhance the capabilities of guidance and counseling teachers in the process of building Pancasila student profiles. The role of guidance and counseling in the process of establishing the profile of Pancasila students is gradually increased as a result of this constantly increasing role.

School counselors are responsible for implementing preventive, curative and preservative programs in order to form a Pancasila student profile that firmly embodies the values of character education. Collaboration of all parties is needed to predict the consequences of unconstructive applications in the counseling profession. It is important for the academic community at schools and universities, which serve as centers for counselor research, development, and training, to closely monitor this.

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