

EFFORTS OF GUIDANCE AND COUNSELING TEACHERS IN REALIZING PANCASILA STUDENT PROFILES AT SMP N 2 PAYAKUMBUH

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Article History :

Penyerahan : 18-11-2024

Direvisi : 22-11-2024

Diterima : 24-12-2024

Diterbitkan

Keywords: *Guidance and
Counseling Teachers,
Pancasila Student Profile*

Kata Kunci : *Guidance
and Counseling Teachers,
Pancasila Student Profile*

Abstract

This research is based on the phenomenon of the undeveloped Pancasila Student Profile at SMP N 2 Payakumbuh perfectly and optimally, among the undeveloped profiles are students who are less able to implement the implementation of worship well, students are still less able to behave politely to teachers, less able to apply honest behavior, independence and critical thinking in learning, and also tolerance with cultural diversity in schools. The purpose of this study is to find out the efforts of Guidance and Counseling Teachers in Realizing the Pancasila Student Profile at SMP N 2 Payakumbuh. To collect data on the Efforts of Guidance and Counseling Teachers in realizing the Pancasila Student Profile, a study was conducted with a descriptive qualitative approach, the informants in this study are BK teachers as key informants and BK teacher coordinators, subject teachers, and students as supporting informants. The data collection techniques used in this study are through interviews, direct observation in the field and also corroborated with documentary evidence, then the data obtained will be analyzed through data reduction, data presentation, and conclusion examination, while the data validity technique used by the researcher is data triangulation. The results obtained in this study are that the efforts made by BK teachers in Realizing the Pancasila Student Profile are planning programs using simple assessments such as DCM, ITP and consultation with subject teachers and homeroom teachers, implementing programs at SMP N 2 Payakumbuh in providing BK teacher counseling services more focused on classical, individual and cross-class services, In addition, BK teachers are also more actively involved in implementing collaboration programs with subject teachers such as P5, extracurricular, and directing students to be actively involved in activities that help the application of Pancasila student character, conduct evaluations, analyze evaluation results, and plan follow-up service programs.

Abstrak

Penelitian ini di latar belakang oleh fenomena belum berkembangnya Profil Pelajar Pancasila di SMP N 2 Payakumbuh dengan sempurna dan optimal, di antara profil yang belum berkembang itu adalah peserta didik kurang mampu menerapkan pelaksanaan ibadah dengan baik, peserta didik masih kurang mampu untuk berperilaku sopan kepada guru, kurang mampu untuk menerapkan perilaku jujur, kemandirian serta pemikiran kritis di dalam pembelajaran, dan juga toleransi dengan keragaman budaya yang ada di sekolah. Tujuan dari penelitian ini adalah untuk mengetahui Upaya Guru Bimbingan dan Konseling dalam Mewujudkan Profil Pelajar Pancasila di SMP N 2 Payakumbuh itu. Untuk mengumpulkan data tentang Upaya Guru Bimbingan dan Konseling dalam mewujudkan Profil Pelajar Pancasila ini dilakukanlah penelitian dengan pendekatan kualitatif deskriptif, informan dalam penelitian ini adalah guru BK sebagai Informan kunci dan koordinator guru BK, guru mata pelajaran, serta peserta didik sebagai informan pendukung. Teknik pengumpulan data yang di gunakan dalam penelitian ini yaitu melalui wawancara, observasi secara langsung di lapangan dan juga di kuatkan dengan bukti dokumentasi, kemudian data yang di dapatkan akan di analisa melalui reduksi data, penyajian data, dan pemeriksaan kesimpulan, sedangkan teknik keabsahan data yang peneliti gunakan adalah trigulasi data. Hasil yang diperoleh dalam penelitian ini bahwa upaya yang dilakukan guru BK dalam Mewujudkan Profil Pelajar Pancasila yaitu merencanakan program dengan menggunakan asesmen sederhana seperti DCM, ITP dan konsultasi dengan guru mata pelajaran dan wali kelas, melaksanakan program di SMP N 2 Payakumbuh dalam memberikan layanan konseling guru BK lebih fokus pada layanan klasikal, individual dan lintas kelas, selain itu guru BK juga lebih aktif terlibat melaksanakan

program kolaborasi dengan guru mata pelajaran seperti P5, ekstrakurikuler, dan mengarahkan peserta didik terlibat aktif dalam kegiatan yang membantu penerapan karakter pelajar Pancasila, melakukan evaluasi, menganalisa hasil evaluasi, dan merencanakan tindak lanjut program layanan.

INTRODUCTION

Education is an effort made by a person to meet the needs in developing themselves and also thinking in social life, education will also help a person to form a character that will be characteristic in the social life of the community. Quality education greatly determines the progress of a country in Indonesia, this education system is regulated in Law No. 20 of 2003 concerning National Education, namely "National Education functions to develop abilities and shape the character and civilization of the nation, with the hope that students will become human beings who have faith and fear in God Almighty and have noble character, health, knowledge, ability, creative, independent, and democratic and responsible citizens. (Sahrono, 2017)

The implementation of this education can run well and in an orderly manner, a curriculum is needed in regulating the educational process, starting from materials, methods, and ways of delivering learning and should be the ideal response of students in the learning process. This curriculum is a set of tools that are used as guidelines in the implementation of education. (Lismia, 2017) The curriculum that is used as a guideline in the implementation of education will always be adjusted to the development of the times and the needs of the students.

The curriculum that is literally used today that is in accordance with the needs of students is the Independent Learning Curriculum which aims to realize the Pancasila Student Profile. The Independent Learning Curriculum is a revolution and aims to change the quality of education and improve the standards of human resources through independent learning, critical thinking, problem-solving, creativity, innovation, and technology. (Hasanuddin, 2023) in addition, the main goal of the implementation of the Independent Learning curriculum is to realize the Pancasila Student Profile.

Pancasila students are students who must be able to reflect character in accordance with Pancasila values, Pancasila students are lifelong learners who are competent, and have character, the purpose of this education is in accordance with the vision designed by Ki Hajar Dewantara which states that education must be based on character development, ethics from the movement of thoughts, feelings, and wills that generate energy. (Irawati, 2022) from this statement, the educational design proposed by Merdeka Belajar aims to form the character of students in accordance with the values in Pancasila as the basis of the state.

Realizing the Pancasila Student Profile as the identity of Indonesian students who are polite, faithful, and also knowledgeable. The application of the character of Pancasila Students is based on the Holistic principle which means looking at something as a whole and comprehensively, Contextual is basing learning experiences on real experiences, centered on students so that they encourage students to be active and independent in learning, and Exploratory is learning that opens up opportunities for students to develop themselves. (Sam, 2023)

The Pancasila Student Profile consists of six elements, namely:

- a. Faith and fear in God Almighty and Noble Character, where a student must be able to carry out his obligations as a religious person and be able to behave in accordance with applicable values and norms. (Widya, 2023)
- b. In Global Diversity, students must be able to maintain culture as a national identity, but still respect other cultures with positive treatment.
- c. Working together, students should be able to instill an attitude of helping each other and working together with others with the aim of upholding solidarity.
- d. Independent, students should be able to become a person who can be responsible for all decisions taken both in learning and outside of it.

- e. Thinking critically, students must be able to develop and trace all forms of information received and be able to be wise in responding to this information.
- f. Creative, students can develop and hone their abilities to be able to produce products and works that are original, meaningful, and valuable.

The Pancasila Student Profile will not only help students to be able to apply characters that are in accordance with Pancasila values, but also train students to be able to independently solve the problems they experience, and develop themselves, as well as prove results through learning values. As a form of realization of the implementation of the Pancasila Student Profile, in the Merdeka curriculum, a special program is given, namely the P5 project which aims to help the development of the character of Pancasila Students in students.

The implementation of this profile requires cooperation and also cohesiveness from various institutions in the school environment, one of which is BK teachers who are one of the important components in education that cannot be separated from the leader component as supervisors, and subject teachers as education implementers, BK teachers who help students to meet learning needs. (Kurniawan, 2020)

Guidance and Counseling is a process of providing assistance provided by counselors to counselors through face-to-face meetings, so that later counselors can see problems and help independent counselors to be able to solve the problems experienced. (Fatma, 2021) the purpose of this Guidance and Counseling is to help students to be able to solve problems, but also to help students to develop themselves, understand themselves and also channel their potential optimally.

The essence of counseling in the implementation of the independent curriculum is to shape the character of students in accordance with Pancasila students. Counseling services are very important because they will provide an overview of what forms of needs, obstacles, and obstacles in education, this role is in accordance with the purpose of the Independent Learning curriculum, which is to create students who are able to achieve optimal development, and shape the character of students as Pancasila Students. (Firosad, 2021)

Forms of efforts that can be made by guidance and counseling teachers in helping to realize the Pancasila Student Profile are:

1. Developing a Guidance Program
2. Implementing Service Programs
3. Evaluating Mentorship Programs
4. Analyzing the Results of the Evaluation of the Guidance Program
5. Service Program Follow-up Planning

In addition to efforts to plan teacher services, Guidance and Counseling teachers can also collaborate with subject teachers, principals, and staff in schools in implementing counseling service programs and also participate in helping in carrying out additional activities such as extracurricular activities in schools that aim to realize the Pancasila Student Profile in students.

METHODS

This research uses the descriptive qualitative method, which is one of the approaches in scientific writing that uses elaboration and understanding something more deeply and in detail, this research gets the data from the results of interviews, and also direct observation of the phenomena that occur which will then be described descriptively and in depth, (Sari, 2020: 3) in this qualitative research will establish humans as the subject to be researched. Qualitative research is a research that processes data obtained from observation and also interviews in understanding the phenomena that occur in the social environment in a complex manner through clear and reliable informants, (Walidin, 2015: 77) The data obtained will later be analyzed by researchers and elaborated in more depth.

RESULTS AND DISCUSSION

The results obtained in the research that has been carried out at SMP N 2 Payakumbuh through interviews, observations and also documentation where it was found that the character of students who are still not fully in accordance with the Pancasila Student Profile,

among which this undeveloped character is the character of faith and faith and fear of God Almighty and Noble Character, Global, Independent, and Critical Reasoning.

1. Pancasila Student Profile

Profile is the school's self-identity so that it will describe how successful the school is to produce quality students, in accordance with the purpose of the independent learning curriculum, namely realizing the Pancasila Student Profile is a challenge in itself for SMP 2 Payakumbuh, because in terms of the profile of students at SMP 2 Payakumbuh it still does not reflect how the character of a Pancasila Student should be.

As for the data obtained by the researcher from the results of observations and interviews in the field, namely, students are less able to carry out worship properly, this can be seen directly by researchers in the implementation of congregational zuhur prayers at school, many students avoid by hiding in school toilets, canteens, even some even jump over the school fence, This certainly makes teachers in schools overwhelmed in directing students in the implementation of this worship.

Of course, this is very influential on the formation of character and also the ponasi of the Pancasila Student Profile which is the goal of education in this independent learning, besides that the researcher also got information from BK teachers at SMP N 2 Payakumbuh who faced many cases related to the character of the students, including such as the attitude of students who were disrespectful to the teacher in the implementation of learning, violating school rules, even to the point of giving inappropriate words to educators who reprimand students in the school environment. This behavior certainly reflects that students have not been able to reflect a noble moral attitude in themselves and also their environment.

In the social environment, BK teachers also deal with the problem of students who bully in the school environment to friends and classmates, the behavior carried out by these students starts from threatening, snatching things, and also taking money from other students. In addition, the researcher also found the behavior of students who have not been biased to apply honest behavior at school, based on information obtained by the researcher from the BK teacher, he said that students committed dishonest acts by taking food in the school canteen without paying for it, this behavior is not only carried out by one person but almost all students, so that it becomes an urgent problem in schools, and also not in accordance with the profile of a Pancasila student.

In addition, in the learning process students are still not fully present themselves as Pancasila Students, this can be proven by some information obtained by researchers from subject teachers and homeroom teachers of students, which in teaching and learning activities students generally show a lack of willingness to actively participate in teaching activities, more inclined to be passive and more likely to rely on the work of study mates, this proves that students have not been able to reflect the profile of students who are critically reasoning.

2. Efforts of Guidance and Counseling Teachers in Realizing the Profile of Pancasila Students at SMP 2 Payakumbuh

In accordance with the important role of guidance and counseling teachers, the efforts that will be made in accordance with the main tasks of guidance and counseling teachers in schools are to prepare guidance programs, implement guidance programs, evaluate guidance programs, analyze the results of guidance implementation, and follow up service programs. The efforts made by guidance and counseling teachers in helping students at SMP 2 Payakumbuh are as follows:

A. Develop a Service Planning Program

1. Asessmen

The involvement of Guidance and Counseling teachers in helping to realize the Pancasila Student Profile in schools is to plan and compile service programs that will be provided, which starts from the process of assessing the needs of students, as well as in the assessment of student needs in realizing the Pancasila Student Profile.

Guidance and Counseling Teachers at SMP 2 Payakumbuh at this assessment stage use a simple type of instrument, namely DCM, and ITP, this is due to the time constraints of applying these instruments so that BK teachers prefer to use simple instruments to maximize the implementation of this needs assessment, Guidance and counseling teachers maximize it through consultation with homeroom teachers and also subject teachers regarding the needs of students which is in SMP 2 Payakumbuh.

From the results of the assessment that has been carried out by Guidance and Counseling teachers in schools, there is an overview of the needs obtained based on the Pancasila Student Profile, namely on the elements of Faith and Faith in God Almighty and Noble Character, Global Diversity, Critical Thinking and also the Independence of students who are still not suitable, based on the results of the assessment found by Guidance and Counseling teachers, a program that will be given to students is formulated according to with their needs.

The planning of the service program that will be carried out by the Guidance and Counseling teacher at SMP 2 Payakumbuh is divided into two parts, namely counseling services from BK teachers and collaboration in carrying out additional programs with subject teachers, homeroom teachers, school coconut, and also staff at the school so that efforts to realize the Pancasila Student Profile will be maximized. For the counseling services provided to students by BK teachers, namely in classical guidance services, individual counseling, and cross-class which are programs prioritized by BK teachers at school, this is due to the limited time that BK teachers have to provide maximum services, BK teachers have also not planned the implementation of a special program to discuss the Pancasila Student Profile.

The limited time that BK teachers have at SMP 2 Payakumbuh is further maximized by BK teachers through collaboration with all school residents, starting from subject teachers, principals, and school staff by implementing additional programs implemented in schools, so as to help maximize efforts to realize this Pancasila Student Profile for students.

Additional programs planned by BK teachers in collaboration at SMP 2 Payakumbuh are through extracurricular sports, art, Tahfiz, Infaq, duha prayers, Student Council, Scouts and also actively participate in activities that help increase understanding of the character of Pancasila Students such as Bundo Kanduang entering school, PEMILOS, art performances, cultural weeks, harvest of P5 Project works and also Bazaar.

At the stage of formulating this service program carried out by BK teachers in SMP 2, they are more directed to be active and also support collaborative activities and programs in realizing and applying the understanding of the character of Pancasila students to students.

2. Implementing Service Programs

The implementation of the service is an advanced stage after the planning of the service program, in the application of guidance and counseling teacher services can not only work alone but also requires cooperation and collaboration between school residents, at SMP 2 Payakumbuh in the implementation of this service BK teachers get a lot of support starting from the support of the leadership who always supports every activity or service carried out by BK teachers at school, both counseling services, as well as additional services carried out in schools that support the realization of the Pancasila Student Profile.

The program carried out by BK teachers, in addition to counseling services provided to students, there are also forms of collaboration services with PAI subject teachers such as

picket distribution, monitoring the implementation of zuhur prayers with all teachers, Infaq, tahfiz memorization deposits and also participation in commemorating Islamic holidays at school.

Collaboration with homeroom teachers and subject teachers is to consult about problems in learning and also personally, BK teachers will be a place of consultation in dealing with students both in terms of learning styles and learning needs which will affect the improvement of critical thinking, and also the creativity of students. The assistance provided by BK teachers at SMP 2 Payakumbuh to increase creativity, this creative thinking is in the implementation of the P5 Project.

The program carried out by BK teachers to increase the independence of students at school is through individual counseling services so that students understand themselves better and can also develop their potential, for this BK teachers more direct students to actively participate in activities and also extracurricular activities that help them in the application of independent attitudes including Scouts, Student Council, LDK, Pemilos and also the national day commemoration event.

It can be seen that in the implementation of program services to realize the Pancasila Student Profile, it cannot only be BK teachers but requires full cooperation and support from all school residents, so that whatever service program is provided is able to run optimally and on target so as to bring change.

3. Evaluating the Implementation of Service Programs

Evaluation is the most important part after the implementation of the service program carried out by BK teachers in schools, through the evaluation stages of BK teachers can see how effective the service program is provided, how the stages are carried out are appropriate or not to what are the challenges and obstacles in the implementation of the service so that its implementation becomes less than optimal.

The evaluation carried out by BK teachers at SMP 2 Payakumbuh is a process evaluation where this evaluation aims to see how the process of implementing services in schools is, and the evaluation of results where with the evaluation of these results BK teachers can see how the response and progress of the services that have been carried out have an impact on changes in a positive direction or not. In the implementation of this evaluation, BK teachers also involve colleagues in the school in seeing the results of the programs that have been implemented in schools to help realize the Pancasila Student Profile.

4. Analyzing the Results of the Evaluation of the Implementation of Service Programs

After the BK teacher gets the results of the evaluation which is carried out by involving colleagues in the school, the BK teacher will analyze what are the shortcomings and advantages obtained after getting the results of the evaluation, the analysis obtained by the BK teacher regarding the results of the evaluation of the implementation of the service program, namely the program that is carried out both in terms of counseling and additional programs through collaboration carried out in the school brings many changes and impacts positive.

The form of positive impact is that after the implementation of a service program that helps realize the Pancasila Student Profile, students have begun to be able to recognize themselves and also the potential they have, which can be seen from the increase in interest in participating in extracurricular and additional programs carried out at school, starting from the many achievements achieved by students in the field of extra-sports, scouts and art, starting to increase the creativity of students as evidenced by the products produced in the harvest of P5 works.

The success of this achievement is of course due to the good cooperation between institutions in the school such as full support from the principal, and cohesiveness from subject teachers, BK teachers and also school staff, but of course there are also obstacles faced in the implementation of this program, namely the support and enthusiasm from parents who are still lacking so that the application of Pancasila character to students is a little hampered.

It can be concluded that each institution in the school has its own role that must always be maintained cohesiveness and also considered, because if one of them does not fully support it, the success and progress of the services provided will be less than optimal.

5. Follow-up Planning

Not continuing is the application of the results of the analysis that has been obtained by BK teachers, so what forms of follow-up will be planned in the future that will further increase the results and also changes towards students in accordance with the Pancasila Student Profile. The follow-up carried out by BK teachers at SMP 2 Payakumbuh is to maximize every program that has existed and is carried out at school, increasing the activeness and encouragement given to students to be able to develop themselves better through activities at school so that they can bring positive impacts and changes so that students with character and profile of Pancasila Students are created as a whole.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Based on the research on "Guidance and Counseling Teachers' Efforts in Realizing the Pancasila Student Profile at SMP 2 Payakumbuh", it can be concluded that the efforts carried out by BK teachers are Planning Services, Implementing Service Programs, Evaluating Service Programs, Analyzing Service Program Evaluation Results, and Follow-up Planning.

The service planning carried out by BK teachers at SMP N 2 Payakumbuh is very simple, such as the use of ITP and DCM instruments, then also using supporting data such as report card score data, and through consultation with homeroom teachers, as well as subject teachers to get an overview of the needs of students in learning in the classroom. The use of simple assessment tools at SMP N 2 Payakumbuh is due to inadequate time for the implementation of instruments, so BK teachers prefer to use simple instruments.

The implementation of the Service Program carried out by BK teachers at SMP 2 Payakumbuh is for counseling services that are more focused on providing classical guidance, individual counseling, and cross-class for BK services that are provided, this is also because of the limited time given by the school in the implementation of services. In order to maximize efforts to realize the Pancasila Student Profile, BK teachers are more active in helping to carry out collaboration programs with subject teachers, homeroom teachers, principals and school staff, and also through the direction of active students in extracurricular activities at school, which helps to maximize the implementation of Pancasila Students.

The program carried out by BK teachers at SMP N 2 Payakumbuh in helping to realize the Pancasila Student Profile, namely the Tahfiz Program, infaq, duha prayer which helps students in developing the character of Faith and Fear of God Almighty, in addition to additional programs such as extracurricular art, scouting, art, and also student council which are well developed by BK teachers and also educators in schools help students to further develop the character of Pancasila students.

The implementation of the evaluation carried out by BK teachers at SMP 2 Payakumbuh is using the evaluation of the service implementation process and also the evaluation of the results of the services that have been implemented.

The implementation of the Analysis of the results obtained by BK teachers at SMP 2 Payakumbuh is that the counseling service program and also the collaboration program carried out by BK teachers with subject teachers have a positive impact and also progress on students in realizing the Pancasila Student Profile.

The form of positive impact that can be seen from the results of the efforts of BK teachers in realizing the Pancasila Student Profile at SMP N 2 Payakumbuh is such as harvesting works in the form of ecobricks that are used as garden fences, making chairs and tables with artistic value, ecoprints whose results will later be made into clothes and demonstrated in work harvest events, bazaars, and art performances.

The Follow-up Planning carried out by BK teachers at SMP 2 Payakumbuh is to maximize the implementation of programs that have been implemented by the school to maximize efforts to realize the Pancasila Student Profile.

SUGGESTION

The researcher hopes that through this research it will add new understanding and also new knowledge for readers about the Efforts of BK Teachers in Realizing the Pancasila Student Profile in schools. The researcher also hopes that readers can benefit and can also develop knowledge about the Efforts to Realize the Pancasila Student Profile to be even wider. The writing of this research is of course still lacking, therefore the researcher needs input from readers so that this scientific paper can be even better in the future.

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