

The Role of Guidance and Counseling in Forming Pancasila Student Profiles

Muhammad Qadri Ramadhan¹, Mahasri Shobabiya²

¹²Muhammadiyah University of Surakarta, e-mail: g000214274@student.ums.ac.id

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ABSTRACT

The negative impact of digitalization on students' personal development and moral degradation highlights the urgency of character education as a solution. The government's strategic plan for implementing the Pancasila student profile requires the contribution of counselors as front guards in strengthening character education in schools. This study aims to describe the role of Islamic guidance and counseling on shaping the profile of Pancasila students. The research method applied in this paper is qualitative research with a literature study approach. The researchers gathered the data from supporting articles, books, and research publications. This research reveals that the innovative programs such as online consultations, intensive character courses, and the role of Pancasila student agents are also explained as concrete efforts in achieving character education goals. A proper understanding of the role of counselors in harmonizing the Pancasila student profile, as well as the urgency of awareness and commitment of all school members to achieve intelligent students with character in national and state life.

Keywords : Guidance and Counseling, Pancasila Student Profile, Character

ABSTRAK

Dampak negatif digitalisasi terhadap perkembangan pribadi dan degradasi moral siswa menyoroti pentingnya pendidikan karakter sebagai solusi. Rencana strategis pemerintah dalam penerapan profil siswa Pancasila memerlukan kontribusi konselor sebagai garda terdepan dalam penguatan pendidikan karakter di sekolah. Penelitian ini bertujuan untuk mendeskripsikan peran bimbingan dan konseling Islam dalam membentuk profil siswa Pancasila. Metode penelitian yang diterapkan dalam tulisan ini adalah penelitian kualitatif dengan pendekatan studi literatur. Para peneliti mengumpulkan data dari artikel pendukung, buku, dan publikasi penelitian. Penelitian ini mengungkapkan bahwa program-program inovatif seperti konsultasi online, kursus intensif karakter, dan peran agen mahasiswa Pancasila juga dijelaskan sebagai upaya konkrit dalam mencapai tujuan pendidikan karakter. Pemahaman yang baik mengenai peran konselor dalam menyelaraskan profil siswa Pancasila, serta pentingnya kesadaran dan komitmen seluruh warga sekolah untuk mewujudkan siswa cerdas yang berkarakter dalam kehidupan berbangsa dan bernegara.

Kata Kunci : Bimbingan dan Konseling, Profil Mahasiswa Pancasila, Karakter

Corresponding Author : Muhammad Qadri Ramadhan, Muhammadiyah University of Surakarta, Jl. Ahmad Yani, Pabelan, Kartasura, Jawa Tengah, Indonesia, e-mail: g000214274@student.ums.ac.id

INTRODUCTION

Problems in the educational aspect arise when forming new individuals, especially in the millennial generation, Gen Z, and Gen A, who are growing up in an era of very rapid digitalization. The negative impacts of digitalization include direct influences on personal development, emotions, and daily behavior. Muskania (2021) revealed that post-COVID digital transformation caused 80% of the learning process to be entirely online, which impacted the behavior of students who became less concerned about social interactions. Apart from that, other impacts involve moral degradation, as revealed by research by Hutapea (2020), which found a decline in morals due to technological advances, weakening of the quality of faith, environmental influences, loss of honesty, loss of a sense of responsibility, lack of long-term thinking, and low levels of discipline.

Many millennial generations show moral degradation, such as a lack of manners in speaking and dressing, juvenile delinquency, such as free sex and illegal drug use, as well as moving away from moral values. This moral degradation occurs when values and quality of life decrease from a higher moral level, causing deviation (Prihatmojo, 2020). The direction of education in Indonesia needs to pay attention to the consequences of this moral degradation.

According to Khoirina (2021), education should not only focus on the transfer of knowledge but should also include the transfer of values. In this openness, strengthening values and personality becomes vital because these values, especially moral values, are experiencing degradation. Therefore, it is hoped that character cultivation can shape character and noble morals in Indonesian teenagers in a structured and systematic manner through education. In the Indonesian context, which is rich in cultural and religious values, character education is considered something that cannot be contested anymore.

In 2020, the Ministry of Education and Culture of the Republic of Indonesia officially announced a strategic plan for describing the Pancasila student profile, explained in Minister of Education and Culture Regulation No. 22 of 2020. This Pancasila student profile reflects Indonesian students' identity as individuals involved in a lifelong learning process, having global skills and behaving according to Pancasila values. This identity is marked by four main characteristics, namely

1. faith, devotion to God Almighty, and noble behavior;
2. acceptance of global diversity;
3. participation in the spirit of cooperation;
4. independence, critical thinking skills, and creativity.

The implementation of this strategic plan aims to form human resources who have excellence, global competence, and practice the values of Pancasila. These four characteristics need to be implemented by students in their daily activities to form a mutually supportive and sustainable unit. This effort requires contributions from various parties, especially human resources in education, as the front guard in implementing this strategic plan. Apart from Pancasila and Citizenship Education teachers in schools, the participation of teachers and education personnel in their respective fields is also expected. Without exception, a counselor or Guidance Counseling teacher at school is also desirable. The success of strengthening character education in an educational institution depends on all school members' awareness, understanding, concern, and commitment. Sudibyo (2015) emphasized that a person's inability to apply good character can be caused by a lack of ability to apply it in everyday life, so habituation and commitment to the character that has been learned are needed. Empirical evidence shows that many students still do not comply with behavioral norms, such as being impolite, using harsh language, lying, harassing friends, or even violating moral norms.

Although the role of counselors in schools cannot be considered the only party with full responsibility, counselors still have responsibilities that must be addressed (Puri, 2017). Character education requires a personal approach, where the supervising teacher must have exemplary competence and integrity. In addition, students tend to appreciate someone with a personal relationship with them, making conveying messages or information about character education easier.

From a historical perspective, guidance and counseling formally entered the Indonesian national education system in 1975, along with implementing the 1975 curriculum in all schools in Indonesia. This shows the recognition of the guidance and counseling profession in schools since then. Counselors (Wangid, 2010) are the great hope of various parties for selection to promote guidance and counseling services in schools. Implementing education that involves teaching and learning activities and the formation of quality student character in schools requires the integration of three main areas: administrative and leadership, instructional and curricular, and student development. Guidance and counseling are part of student development in these three areas. The hope is that educational institutions produce individuals proficient in academics and have the ability or maturity in psychosociospiritual aspects. Therefore, the role of counselors in guidance and counseling activities in schools is an integral part of achieving national education goals and realizing the Pancasila student profile. School counselors are needed at all levels, including elementary, middle, and high schools.

METHOD

The research method used in this paper is a qualitative research method with a literature study approach. The researchers gathered the data from supporting articles, books, and research publications. The study technique is to conduct a library search and gather data from writings (literacy) on the subjects mentioned (Zed, 2004). The descriptive-analytical method is used in the discussion method to clarify and elaborate on the key concepts pertaining to the subjects covered. The author first selected some of the data that had been gathered, and then the researcher began categorizing the data based on the topic and conversation. Since this study uses qualitative methods for data processing, different search results from primary and secondary sources are critically analyzed, compared, and interpreted.

DISCUSSION

In the 2003 National Education System Law, Article 1, it is stated that "Educators are educational personnel who are qualified as teachers, lecturers, counselors, student tutors, lecturers, tutors, instructors, facilitators and other titles appropriate to their specialty, and participate in providing education." Based on this formal legal definition, it can be concluded that school counselors have roles and responsibilities related to character education. As an essential part of character education, school counselors must commit to implementing the Pancasila student profile (Stone & Dyal, 1997).

The counselor's roles complement each other in forming the profile of Pancasila students. Counseling services from counselors provide support so that students and teachers feel understood when facing personal and social problems that can hinder the implementation of the Pancasila student profile. The counselor's role as a model or role model is also important because students need a role model who can inspire them, especially in overcoming problems. When students face problems, the counselor's role is very strategic in helping make decisions to resolve the problem. This is expected to develop students' ability to take responsibility for mistakes, increase self-awareness, and develop students' abilities to process information and

ideas. The critical thinking characteristics of students, who vary in gender, age, and cultural background, require appropriate guidance and assistance from counselors as a professional service in schools.

Guidance and counseling at school are systematic, strategic, and planned services that meet students' psychological needs in various aspects. Critical thinking skills are part of students' psychological needs, and providing guidance and counseling services is necessary to fulfill students' critical thinking skills at school. Besides that, counselors are also expected to act as intermediaries in resolving conflicts between students, developing students' abilities in intercultural communication, and as agents of change to achieve understanding in resolving problems. Finally, counselors need to act as managers to make the profile of Pancasila students successful in schools by managing programs and activities neatly, clearly, and transparently. A proper understanding of the counselor's role must be emphasized so that there is a clear understanding with other educators, such as class teachers. A good understanding of the role of counselors in schools will help their existence through the duties mandated by law, namely as teaching staff in the educational process (Wangid, 2009).

School counselors should design active activity programs that participate in developing student character. These activities can be carried out independently, integrated into a guidance and counseling program, or arranged with study teachers to create synergy. The proposed program can be preventive, curative, preservative, or developmental to develop student character. The implementation of each program is expected to improve students' character values and form a good Pancasila student profile.

One of the innovations that counselors can make is to hold online consultations, taking advantage of technological developments to help students who need counseling assistance without having to meet face to face. The "Pancasila Students Intensive Course" program can also be integrated with technological adaptation, holding face-to-face and online character courses. Counselors can create modified materials with a gamification model to make students more enthusiastic and involved in the course.

The "Pancasila Student Agent" program can involve students in using social media to promote Pancasila character values in everyday life. Awards and competitions can be given to students who consistently create content according to existing programs. The entire program design must be integrated with the implementation of character education, which consists of three main parts: morals, goodness, and habit. Students must know morality and goodness and develop thinking, feeling, and acting habits.

Looking at historical records, the character of Indonesian citizens is collected in the four pillars of national life, and school counselors are considered the pioneers and main coordinators of character education programs. The function of counselors related to developing students' character brings them close to the character education program, according to the American School Counselor Association (ASCA) view, which emphasizes counselors' active role in promoting character education programs in the school curriculum. The counselor's mission is to create conditions that support students to become independent and responsible individuals, in line with creating intelligent students with character in national and state life.

CONCLUSION

The role of Islamic guidance and counseling has a significant impact on shaping the profile of Pancasila students, especially in facing moral challenges and changes in the behavior of the millennial generation, Gen Z, and Gen A. Character education in schools is critical in overcoming the negative impact of digitalization and moral degradation. The Indonesian

government's strategic plan to implement the Pancasila student profile needs to involve the role of counselors as an integral part of the process. Guidance and counseling in schools have a crucial role in directing students towards a character based on Pancasila values. Through systematic, strategic, and planned services, counselors can provide support, become models or role models, help resolve conflicts, and become managers to ensure the success of student character formation. In this context, innovative programs, such as online consultations, intensive character courses, and the role of the Pancasila student agency, can make significant contributions to achieving the goals of character education. The importance of a proper understanding of the role of counselors in schools is also emphasized because counselors have a responsibility that must be addressed in achieving harmony with the Pancasila student profile. Awareness, understanding, concern, and commitment from all school members, including counselors, are the keys to strengthening character education. In this way, joint efforts can be made to form intelligent students with character in national and state life.

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