

# IMPLEMENTATION OF GUIDANCE AND COUNSELING IN REALIZING THE PROFILE OF PANCASILA STUDENTS IN ELEMENTARY SCHOOLS

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## Abstract

*The independent curriculum is a curriculum that contains the profile of Pancasila students in its use. The main characteristics of Pancasila students include faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These six profiles can be formed through guidance and counseling applied in primary school learning. The purpose of guidance and counseling activities itself is to form students' personalities in accordance with the demands of the independent curriculum applied in the school. This article contains the implementation of guidance and counseling activities conducted at SDN 13 Parit Putus with the aim of realizing the profile of Pancasila students in elementary schools. The results showed that SDN 13 Parit Putus does not yet have experts in the field of guidance and counseling, but the implementation of guidance and counseling has been well integrated in learning and all activities conducted at school, namely routine habituation activities that direct students to become Pancasila students who can apply Pancasila values in everyday life.*

**Keywords:** *Implementation, Guidance and Counseling, Pancasila Students Profile*

## PREFACE

The challenges of the 21st century have a major impact on the field of education today. Learners have many challenges to anticipate the changing future in various fields (Kus & Aydin, 2022). Learning in this century is defined by the recognition that learners are not only required to have knowledge, but also skills and attitudes that will enable them to compete in a diverse and technology-centric global society (Halimah & Marwati, 2022). Thus, education in this century must be

able to prepare a golden generation that has a productive attitude, creative, innovative, character, and has expertise according to individual interests and abilities (Mulyasa, 2015). Along with the development of the role of education in following the changing times, schools as education providers also have increasingly heavy and complex responsibilities. Not only to equip students with various sciences that are growing faster, but also to develop interests and talents, as well as a place to shape the morals and

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personality of students (Mulyasa, 2021).

Regarding the importance of education to shape the character and civilization of a dignified nation in order to educate the nation's life, and develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Culture, 2003), the independent curriculum comes as an effort to answer all demands on education. The independent curriculum is a step to reorganize the education system in Indonesia (Yamin & Syahrir, 2020) which is implemented in order to welcome changes so that it becomes an advanced nation and can adapt to changing times. The independent curriculum is implemented in support of the vision and mission of the president and vice president to realize an advanced Indonesia that is sovereign, independent, and has a personality based on mutual cooperation through the creation of Pancasila students (Kemendikbud, 2020).

The Pancasila Student Profile is the main target of the independent curriculum which embodies Indonesian students as lifelong learners who have global competence and can reflect the values of Pancasila in their daily life behavior. The main characteristics of Pancasila learners include faith, devotion to God Almighty and noble

character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These six indicators reflect the Indonesian Education Roadmap 2020-2035 which is influenced by technological, social, and environmental changes that occur globally (Kearney, 2020). Thus, the Pancasila Student Profile is an ideal target for students to reflect the values of Pancasila (Rusnaini, 2021).

Data presented by SIMFONI PPA (Online Information System for the Protection of Women and Children, Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia) shows that the results of mapping the number of violence by province in 2023 are shown in the following diagram:



**Figure. 1** Perpetrators diagram by age group

From the diagram, it can be seen that the number of perpetrators of violence that occurred based on 2023 data is quite high for adolescents aged 13-24 years. Therefore, it is very

important to have a mental revolution for students from an early age, namely from elementary school. So it is very appropriate if the current education curriculum is directed towards character building based on Pancasila values which is realized in the form of the Pancasila Student Profile.

The center of creativity development in elementary schools is competent teachers (Rahim & Hulukati, 2021). However, to realize the Pancasila Learner Profile in elementary schools certainly does not only require the role of the class teacher, but must also involve the role of all school members, including the principal, subject teachers and education personnel. The Pancasila Learner Profile leads to the formation of students' attitudes and personalities to reflect the values of Pancasila, so that here the role of guidance and counseling is needed as an effort to understand children as whole human beings who understand themselves in order to adjust and be responsible (Laia, et al, 2022).

The implementation of guidance and counseling is very important in elementary schools because many elementary school students experience problems in participating in learning, both problems that come from themselves and those that come from around them (Batubara, 2018). Counseling guidance in elementary schools aims to provide specific swings so that students have a passion for learning (Widada, 2013) and can solve

the problems they face, including those related to developmental tasks (Saidah, 2017). In addition, counseling guidance services also have an important role in meeting the social and emotional needs of students (Springer, 2020) and meeting academic and career needs (Scott, Watkinson, Martin, Biles, 2016). However, the findings in elementary schools, counseling guidance services have several shortcomings including the lack of experts, infrastructure and equipment problems (Hatunoglu, 2021). Whereas counseling guidance in elementary schools is needed so that students can plan a better life in the future (Evi, 2020), especially after going through a pandemic that affects the mental health and behavior of students (London, & Ingram, 2018; Talmus, 2019).

The preliminary study conducted by the author using unstructured interviews with principals and teachers at SDN 13 Parit Putus, explained that the implementation of guidance and counseling is indeed important, especially for students who experience character problems that do not reflect the values of Pancasila. Guidance and counseling services for students in elementary schools are not a stand-alone activity. This service program is an integral part of efforts to improve the quality of education and the development of students' attitudes and personalities, therefore the implementation of guidance and counseling is conducted in harmony and integrated with the general

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education program at school. The implementation of guidance and counseling in this school is not conducted by special personnel but involves the principal and teachers, especially class teachers and Islamic Religious Education teachers because the role of these school personnel will affect the implementation of guidance activities in elementary schools (Ridwan, 2018). And as a tripartite education center that is also involved in education, the role of family and community also needs to be involved in this matter. The activity program is also not specifically designed but integrated into learning and habituation activities conducted in various school activities.

Based on the background that has been described, it can be identified that the Pancasila Student Profile as the target of the independent curriculum is related to the implementation of guidance and counseling provided by teachers in implementing character values that reflect the values of Pancasila. This research is limited to one problem that highlights the role of guidance and counseling in the implementation of the Pancasila Student Profile at SDN 13 Parit Putus. Furthermore, an analysis was conducted to categorize the role of guidance and counseling in the implementation of the Pancasila Student Profile.

### **RESEARCH METHODS**

This research uses a qualitative descriptive method. Qualitative

researchers seek meaning and understanding of a phenomenon, event or human life by being directly or indirectly involved in the setting studied contextually and thoroughly (Yusuf, 2013). The focus in this study is the role of guidance and counseling in the implementation of the Pancasila Student Profile in elementary schools. The selection of the research setting was conducted by purposive sampling, chosen with certain considerations. The author's consideration to make SDN 13 Parit Putus as a research setting for reasons: (1) the school implements an independent curriculum; (2) it has various habituation activities that lead to character building and the Pancasila Learner Profile, (3) the school has a vision and mission that leads to character building that reflects the values of Pancasila, with the informants being (1) the principal, (2) the Islamic Religious Education teacher, (3) the grade I-VI teacher, (4) the parents of the students.

Research data were collected through in-depth interviews, observation, and documentation. In-depth interviews were conducted with informants to explore information about the implementation of guidance and counseling conducted to realize the Pancasila Student Profile by the principal, Islamic Religious Education teacher, as well as class I-VI teachers and parents of students. Observations were non-participatory. Observation is done to see what guidance and counseling is conducted by the school to

form the Profile of Pancasila Students. Documentation from this research are (1) Policy and vision and mission of the school, (2) brief identity of informants, (3) video and interview transcripts.

## RESULTS AND DISCUSSIONS

### Profile of SDN 13 Parit Putus

SDN 13 Parit Putus is one of the schools in cluster 3 of Ampek Angkek District, Agam Regency, which is located at Pintu Angin Nagari Biaro Gadang, Ampek Angkek District, Agam Regency, West Sumatera Province with A accreditation. SDN 13 Parit Putus is the core school of cluster 3 of Kecamatan Ampek Angkek with a total of 10 classes and 244 students. This school is a large school in Ampek Angkek District because the majority of public primary schools in Ampek Angkek only have 6 classrooms.

In 2022 SDN 13 Parit Putus began implementing an independent curriculum, namely independent change, which was applied to class I and class III, while the other 4 classes were still implementing the 2013 curriculum. The school is led by the principal Mr. Fauzi, S.Pd.

The vision of SDN 13 Parit Putus is " Piety, Excellence, Culture, and Environmental Awareness". The missions taken by the school to realize this vision are (1) Practicing religious values and behaving akhlakul karimah by performing Dhuha prayers and Zhuhur prayers in congregation every day; (2) Realizing a cultured and customary school community based on

adat basandi syarak, syarak basandi kitabullah by familiarizing polite language in all actions and habituation of the 5 Ss; (3) Fostering and developing honest, responsible, caring for others, and confident behavior through learning and habituation activities; (4) Realizing school citizens who excel both academically and non-academically by exploring science and technology in accordance with the times; (5) Increasing awareness and fostering togetherness of school citizens to create a beautiful and comfortable environment.

Based on data from the 2022/2023 academic year, SDN 13 Parit Putus has 14 teachers with the status of 10 civil servant teachers and 4 honorary staff, and has 2 education staff with honorary status. In conducting the activity of teaching and learning, SDN 13 Parit Putus is supported by adequate facilities and infrastructure, such as 1 principal's room, 1 teachers' assembly room, 10 classrooms, 1 UKS room, 1 library room, 1 prayer room, student and teacher toilets, and a warehouse. All these rooms are in good condition and can be utilized in educational activities. As well as learning media and equipment, SDN 13 Parit Putus has various KITS and media that can be utilized by teachers in the learning process.

The implementation of guidance and counseling at SDN 13 Parit Putus is assigned to the class teacher with the assistance of the Islamic Religious Education teacher. All class teachers

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have S1 and S2 PGSD educational backgrounds. The results of interviews and observations conducted by the author indicate that teachers have never attended training on the implementation of guidance and counseling in schools. Some teachers admitted that they still remember a little of the guidance and counseling material they had learned during the lecture period. Therefore, they implement guidance and counseling programs that are related to their duties as an educator, not as a counselor. If there is a problem that feels difficult to overcome by the class teacher, the teacher will ask for help from other teacher colleagues to jointly overcome the problem before involving other parties.

### The Implementation of Pancasila Student Profile in SDN 13 Parit Putus

The Pancasila Student Profile is a formulation of the ideals of national education (Irawati, et al, 2022). One of the visions and missions of the Ministry of Education and Culture (Ministry of Education, Culture, Research and Technology) as stated in the Minister of Education and Culture Regulation No. 22/2020 on the Ministry of Education and Culture Strategic Plan 2020-2024 is to realize the Pancasila Student Profile. Pancasila students are a manifestation of Indonesian students as lifelong learners who have global competencies and behave in accordance with the values of Pancasila which include six main characteristics, namely faith,

devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning.



**Figure. 2** Six Indicators of Pancasila Student Profile from the School of Activism

The importance of the Pancasila Student Profile in shaping the character of students is proven by several studies including research conducted by Rusnaini, et al, 2021 which states that the Pancasila Student Profile has implications for the formation of students' personal resilience which aims to maintain the noble values and morals of the nation, readiness to become global citizens, realization of social justice, and achievement of 21st Century competencies. In addition, the Pancasila Student Profile is also a student who applies the values of Pancasila as a whole, which when applied consistently, the impact will contribute to social welfare collectively (Yudi, 2020).

The formation of the Pancasila Student Profile at SDN 13 Parit Putus is

not only included in intracurricular activities that are integrated in every lesson, but also in extracurricular activities conducted at school. In the operational curriculum in the SD Negeri 13 Parit Putus education unit, project-based learning is designed to strengthen the Pancasila Student Profile. This learning is included in the co-curricular which is designed in accordance with the big theme that has been determined by integrating several subjects as a form of project implementation of the Pancasila Student Profile in the education unit.

The strengthening of the Pancasila Learner Profile is packaged in two main projects that can be displayed in an integrated manner from grades 1 and 4. The time allocation for this activity is separate from the time allocation for intracurricular activities so that it does not reduce regular weekly activities. In addition to these two major projects, the dimensions of the Pancasila Student Profile are also developed in the intracurricular learning process in theme and subject learning, and extracurricular activities. The formation of the Pancasila Student Profile, which is closely related to the character building of students, is related to the guidance and counseling carried out by teachers. Although counseling guidance is not a stand-alone subject, counseling guidance activities are always carried out by teachers as a form of service provided to students. Counseling guidance activities are conducted with the aim of

developing character values that refer to the formation of the Pancasila Student Profile.

### **Implementation of Guidance and Counseling Activities in Implementing the Pancasila Student Profile at SDN 13 Parit Putus**

The implementation of the Pancasila Student Profile is conducted in the form of intracurricular activities and extracurricular activities. In the implementation of the independent curriculum, one of the key services of guidance and counseling is about understanding the character and potential of students (Cahyono, 2022). In this context, guidance and counseling plays a role in providing assistance to students to understand, accept, direct, make decisions, and realize the decisions they make with full responsibility. In addition, guidance and counseling also helps students to choose, achieve, and maintain the potential to be able to compete and be productive in the world of work in the future. In addition, guidance and counseling also plays a role as a supporter of the implementation of the Pancasila learner profile which consists of 6 elements and must be reflected by students in their daily lives now and in the future. The character of Pancasila students is a school reference in developing the character of students, which is not only focused on cognitive and psychomotor aspects but also aspects of behavior and attitude.

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The implementation of guidance and counseling conducted by teachers at SDN 13 Parit Putus has not been conducted in a structured manner and there are no experts who specifically handle this field, but guidance and counseling service activities are conducted in an integrated manner in all activities conducted at school, both routine habituation activities that direct students to become Pancasila students who can apply Pancasila values in everyday life. In the learning process, teachers always deliver subject matter while simultaneously providing guidance and direction to students to apply behavior that reflects the profile of Pancasila students. For example, in learning activities conducted in the classroom, teachers link the material studied with the values of the Pancasila profile, such as the value of diversity instilled through Civics and Social Studies subject matter. In addition to the material the teacher also instills attitudes to realize the value of diversity. In addition to the learning process, teachers also conduct guidance and counseling outside the classroom such as in the morning before entering class, during recess, and during school hours while students are still in the school environment. If there are students who do not reflect the profile of Pancasila students, the teacher will call and give advice and guide students about the actions or attitudes they take. For bigger problems the teacher will involve the principal to provide guidance even if necessary guidance

and counseling activities are conducted by involving the parents of the students concerned.

In addition, guidance and counseling activities are also conducted by teachers through habituation activities conducted at SDN 13 Parit Putus including routine activities every morning which are conducted for 15 minutes before entering the classroom. The activities are conducted differently every day, starting from conducting flag ceremonies on Monday, singing compulsory songs on Tuesday, tahfiz activities on Wednesday, reciting Asmaul Husna on Thursday, Kultum on Friday, and talent performances every Saturday. The implementers of each week's activities are rotated from class IV to class VI. Habituation activities conducted every morning are one of the school's steps to instill the values contained in the Pancasila student profile, including the value of faith and piety in God Almighty which is realized by habituation of religious activities. Furthermore, the values of diversity can be realized from the flag ceremony every Monday morning, as well as other values such as creative, independent, and others that can be realized from student habituation activities every morning.

In the field of administration, the implementation of guidance and counseling at SDN 13 Parit Putus is still not well documented. Classroom teachers have also not created a special counseling program that will be implemented in a structured manner

like other learning administration in the classroom. The guidance and counseling conducted is only recorded by each class teacher in a notebook that contains important events or notes in their respective classes. This note will be a report for the teacher to the principal, which is usually conveyed in the teachers' assembly meeting and becomes the basis for decision making in choosing the right treatment. Guidance and counseling recorded in this special book is not only for students with problems, but also for students who have excellence, for example guidance and counseling conducted by teachers for students who have potential in a particular field so that they can further develop their potential in the future. In addition to special notes on problems and events that require guidance and counseling, teachers also have notes on the prominent character of students related to the Pancasila student profile. This note is also a reference for teachers and principals to provide guidance and counseling to students.

To overcome the various problems that teachers have recorded and provide appropriate guidance and counseling services, teachers conduct various techniques used to identify and understand students, among others: First, conduct tests to understand the cognitive abilities of students which include daily assessments, mid-semester assessments, and end-of-semester assessments. This test is related to the guidance and counseling

that teachers will provide related to cognitive problems such as learning difficulties, creativity problems and critical reasoning skills which are the demands of the Pancasila profile. With this test, teachers can see students' abilities and set strategies to provide appropriate guidance and counseling services to overcome them. Second, observations are made by teachers to observe students' daily attitudes and behavior while at school both in classroom learning activities and outside the classroom. From the results of observations, teachers will know the strengths and weaknesses of students, especially those concerning affective and psychomotor students. The results of observations can also be used by teachers to develop appropriate guidance and counseling strategies to overcome various problems such as aspects of the Pancasila student profile, namely noble character, mutual cooperation, independence and other attitudes that are reflected in the daily behavior of students at school. Third, teachers conduct interview techniques. This technique is usually used by teachers to explore student problems that concern individuals or personal problems. Interviews conducted by teachers to explore student problems aim to deeply understand student problems and arrange appropriate guidance and counseling strategies to overcome these problems. Interviews can also be conducted by teachers with peers, other teachers, and parents if needed. An example of a problem

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related to the Pancasila learner profile that needs to be given guidance and counseling services and requires an interview to understand it is the problem of mutual cooperation. It is often found that students do not want to socialize with friends and prefer to be alone in class. This requires personal service through interviews conducted by the teacher in a relaxed manner through an approach with the student concerned. The teacher can invite the student to chat about his/her friends in class so that the teacher can lead the student to the conclusion that is the reason he/she does not want to socialize with his/her friends. Interviews can also be conducted with friends in class and parents at home to find out the student's character, whether this unwillingness to socialize also applies in the home environment or only in the school environment.

### CONCLUSION

The conclusions that can be drawn from the description above are: 1) The form of Indonesian students in accordance with the values of Pancasila is faithful, devoted to God Almighty and noble, global diversity, mutual cooperation, independence, critical reasoning and creativity; 2) The Pancasila student profile is important to shape student character, then guidance and counseling has an important role in this effort; 3) The implementation of the Pancasila Student Profile is conducted in the form of intracurricular activities as well as

extracurricular activities at SDN 13 Parit Putus; 4) The implementation of guidance and counseling conducted by teachers at SDN 13 Parit Putus has not been conducted in a structured manner and there are no experts who specifically handle this field; 5) Efforts made by SDN 13 Parit Putus teachers to facilitate conducting guidance and counseling are through cognitive understanding activities of students, conducting observations to observe student attitudes, and conducting interview techniques.

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