

Strengthening School Counselor Capacity in Implementing The Pancasila Learner Profile Through Guidance and Counseling Program

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Abstract

This service is motivated by the non-optimal implementation process of Strengthening the Pancasila Student Profile among school counselors. Strengthening the profile of Pancasila students is one of the government programs in the context of an independent curriculum. This effort is urgent to strengthen the noble character of students to become a figure of faith and piety, think critically, creatively, and independently, have a broad view, be able to adapt to diversity in Indonesia and the global context, and be responsible for all attitudes and actions. All teachers in various types and levels of education are the frontline stakeholders in strengthening the Pancasila learner profile, including at the Madrasah Tsanawiyah level, both public and private, so teachers must understand the nature and purpose of this program as well as be capable in implementing various strategies and educational techniques to strengthen the Pancasila learner profile. It is very important to strengthen the Pancasila learner profile in students so that Indonesian youth are ready to face the challenges of the Demographic Bonus and global competition. The implementation of service activities is carried out using the 6P method, namely; (1) preparation stage; (2) material preparation stage; (3) socialization stage; (4) training stage; (5) closing stage; and (6) reporting stage. With the application of the Twin-Cycle Experiential Learning Model method, it is hoped that it will be able to foster the character of educators in the application of the Pancasila student profile in schools based on the 6 dimensions of the student profile character.

Keywords: Capacity building; school counselors; Pancasila learner profile

Abstrak

Pengabdian ini dilatarbelakangi oleh belum optimalnya proses implementasi Penguatan Profil Pelajar Pancasila pada kalangan konselor sekolah. Penguatan profil pelajar Pancasila merupakan salah satu program pemerintah dalam konteks kurikulum merdeka. Upaya ini urgen dilakukan untuk menguatkan karakter mulia peserta didik agar menjadi sosok yang beriman dan bertakwa, berpikir kritis, kreatif, mandiri, memiliki pandangan yang luas dan mampu beradaptasi dalam keragaman di Indonesia dan konteks global, bertanggung jawab atas semua sikap dan tindakannya. Semua guru di berbagai jenis dan jenjang pendidikan menjadi pemangku garda terdepan penguatan profil pelajar Pancasila, termasuk di jenjang Madrasah Tsanawiyah, baik

negeri maupun swasta, sehingga guru harus memahami hakikat dan tujuan program ini sekaligus cakap dan kompetensi dalam menerapkan berbagai strategi dan teknik edukasi penguatan profil pelajar Pancasila. Profil pelajar Pancasila pada peserta didik sangat penting dikuatkan agar remaja Indonesia siap menghadapi tantangan Bonus Demografi dan kompetisi global. Pelaksanaan kegiatan pengabdian dilakukan dengan metode 6P, yakni; (1) tahap persiapan; (2) tahap persiapan bahan; (3) tahap sosialisasi; (4) tahap pelatihan; (5) tahap penutup; dan (6) tahap pelaporan. Dengan diterapkannya metode *Twin-Cycle Experiential Learning Model* diharapkan mampu menumbuhkan karakter para pendidik dalam penerapan profil pelajar pancasila di sekolah berdasarkan 6 dimensi karakter profil pelajar Pancasila secara utuh; (1) beriman kepada Tuhan Yang Maha Esa; (2) kemandirian; (3) gotong royong; (4) kebhinekaan global; (5) bernalar kritis; dan (6) bernalar kritis. Rangkaian kegiatan yang telah diikuti diharapkan dapat disebar luaskan kepada guru yang lain sehingga nawacita Presiden Joko Widodo untuk menguatkan Pendidikan Karakter dapat tercapai secara maksimal. Selain itu, tim pengabdian masih perlu melakukan monitoring kepada peserta terkait penerapan inisiasi Profil Pelajar Pancasila.

Kata kunci: Penguatan kapasitas; konselor sekolah; profil pelajar Pancasila

INTRODUCTION

Student character is now a concern for all circles, especially in terms of education. Given the importance of character, every educational institution must take part and be responsible for instilling it during the learning process (Zubaedi, 2011). Education, especially schools, plays an important role in terms of character. Educational units are seen as places where students develop attitudes, knowledge, and various skills needed when students carry out the process of developing and improving their quality (Aisyah M, 2018).

The Ministry of Education and Culture's policy regarding the establishment of the Pancasila Student Profile is one of the Ministry of Education and Culture's efforts to realize President Joko Widodo's *nawacita*, namely strengthening Character Education (PPK) (Susilawati et al., 2021). By having a strong character, it is hoped that Indonesian students can participate in global and sustainable development that is tough to solve challenges from various directions (Mohamad Judi et al., 2012). The existence of policies and demands from the community makes many educators still unable to implement the Pancasila Student Profile optimally in learning.

The Pancasila student profile is the personality and skills that are incorporated into daily life and live in individual students through social culture, intracurricular, co-curricular, and extracurricular learning (Sari et al., 2022). 6 profiles become core competencies in the driving teacher program in realizing the profile of Pancasila students. Among them; are 1) faith, devotion to God, and noble character; 2) independence; 3) critical reasoning; 4) creativity; 5) cooperation; 6) global diversity (Kemendikbud, 2021). The six dimensions must appear in their entirety, if one dimension is not eliminated, it will not be meaningful.

The process of implementing the Pancasila learner profile is not necessarily through the role of teachers alone but requires collaboration with various parties in the school. As the vanguard of the principal and vice principal of curriculum who has full authority in the management process at school. Teachers also have a very important role in strengthening the Pancasila learner profile in MTSN students. MTSN 1 Malang has a vision that is to become a superior quality madrasah in imtaq and science and technology that has international standards.

This is what appears in Malang City, many teachers have not been able to internalize the competencies of the Pancasila learner profile. So it is necessary to initiate the Pancasila character on the principal, head of student affairs, and school counselor to succeed in the achievement of Pancasila student values (Sahlberg, 2011). By holding a service to the Principal, Deputy Head of Student Affairs, Teachers, and School Counselors, educators can initiate the Pancasila learner profile in the learning process more optimally.

METHOD

Capacity building activities will be carried out in the months spanning June to November 2023 which is located at MTSN 1 Malang City. All teachers at MTSN 1 Malang attended this capacity-building activity. The implementation of capacity-building services is carried out using the 6P method. First, there is preparation, this preparation stage will be re-coordinated with the Principal regarding the implementation of capacity building for MTSN 1 Malang City teachers in initiating the Pancasila student profile. Second, the preparation stage is the initial stage process carried out by the service team before conducting training for partners. Third, namely introduction, at this stage the team will conduct socialization related to capacity-building training for Malang City MTSN teachers in initiating the Pancasila student profile. Fourth, this stage is the core of the capacity-building training program for Malang City MTSN teachers in initiating the Pancasila student profile, and training is carried out for 8 meetings conducted online and offline. The fifth stage is closing, at this stage a closing ceremony for service activities will be held to motivate all participants to spread the knowledge gained to their friends. Finally, the reporting stage is carried out by the implementing team by making an activity report according to the results and developments achieved during the implementation of the capacity-building program for MTsN 1 Malang City teachers in initiating the Pancasila student profile. The results of the implementation of training in the form of changes in the behavior of partners internalizing the values of the Pancasila student profile and its application.

RESULTS AND DISCUSSION

The implementation of Capacity building for MT teachers in Strengthening the Profile of Pancasila Students through the Twin Cycle Experiential Learning Model was carried out online and offline. Online activities were carried out on July 29 and 30, 2023, while offline activities were carried out from August 2-4, 2023. The activity was successfully carried out smoothly.



Picture 1. Group Photo with All Participants in Offline Service Activities

The series of activities began at the preparation stage, namely re-coordinating with the team and the principal of MTsN 1 Malang City regarding the implementation of capacity building for MT teachers in strengthening the profile of Pancasila students through the twin cycle experiential learning model. This activity was held on July 17, 2023, in the Principal's Room of MTsN 1 Malang City. In this activity, it was agreed that the service would be carried out online and offline. The second stage is the material preparation stage. The team made guidebooks for trainees, pre-test and post-test instruments, and various materials that support the implementation of activities, which consist of (1) Dimensions of the Pancasila Student Profile; (2) Application of the Pancasila Student Profile; (3) Group Guidance Method for Strengthening the Pancasila Student Profile; (4) Guidance and Counseling Service Implementation Plan (RPLBK); (5) Media in Learning and Counseling Services; and (6) Media Synchronization in the Pancasila Student Profile.



Figure 2: Development of dedication materials

The third stage is the socialization stage. At this stage, the team conducted socialization related to capacity-building training for the participants. The service team explained (1) the purpose of the training; (2) the training schedule; (3) training activities; and (4) filling out the pre-test questionnaire. This socialization activity was attended by MTsN Malang Raya counselors with a total of 20 participants.

Nama	Jenis Kelamin	Lama Mengajar	Konselor Asal Sekolah	Saya memahami akan pe	Saya mengetahui dimensi	Saya mengetahui berbagai	Saya mampu membuat p	Saya menggunakan
Ninik Trimartya	Perempuan		12 MTsN 1 Malang	4	2	2	3	
Ratna Dwi Lestari, S.Pd	Perempuan	8 th	MTs Khadijah Kota Malang	4	4	4	4	
Andy Rachmad Nur Sang	Laki-Laki	3 tahun	MTs Dauli Guhan	4	3	2	2	
Ratna Athah Awwali Rofiq	Perempuan	1 tahun	MTs Alfaragge	4	2	2	3	
Eka Fahrudin Harahap	Perempuan	2 Thn	MTs Alfaragge	3	3	3	3	
Ajeng Retno Anggraeni, S	Perempuan	6 tahun	MTs Almasarif 01 Singosari	4	3	3	2	
Muhammad Fahudin Har	Laki-Laki		8 MTs Al Ibtihad	4	2	2	2	
NOFITA PUSPITASARI	Perempuan	9 tahun 7 bulan	MTsN 1 KODSA MALANG	4	2	3	3	
Anita Chajar Rajid S.Psi	Perempuan	6 tahun	MTs Al Huda	4	3	3	3	
Nurul Hidayah, S.Pd	Perempuan	22 Th	MTsN 1 Malang	3	3	3	3	
Nurul Hidayah, S.Pd	Perempuan	22 Th	MTsN 1 Malang	3	3	3	3	
Jihan Saffis	Perempuan	6 bulan	MTs sulaybiyah	4	3	2	2	
Sulastri	Perempuan	12 thn	MTsN1 Kota Malang	3	2	2	2	
NURUL KHOTIMAH	Perempuan	15 tahun	MTsN 6 Malang	4	4	3	3	
Atatun Rozqiah, S.Psi	Perempuan	10 th	MTs Al Mawarif 01	3	1	1	2	
Ahmad Rofi	Laki-Laki	4 tahun	MTsN 1 Kota Malang	3	2	2	2	
AKHMAD MIRZA ABDI R	Laki-Laki	4 TAHUN	MTsN 1 KODSA MALANG	3	2	1	2	
RETNO ANDRI WIYANTI,	Perempuan		30 MTsN 7 Malang	3	3	3	3	
Sy Ihsan	Laki-Laki	15 tahun	MTsN1 Kota Malang	4	3	4	4	
Yuli Isni, S. Pd	Perempuan	10 tahun	MTs Dauli Sholikhin	3	3	4	3	

Gambar 3. Hasil Pre-test Peserta



Figure 4. Training to Participants

The fourth stage is the training stage. This core activity is carried out offline in the D4 FIP UM Counseling Room. Activities are filled with the provision of material starting with (1) Dimensions of the Pancasila Student Profile; (2) Application of Strengthening the Pancasila Student Profile; (3) Group Guidance Methods for Strengthening the Pancasila Student Profile; (4) Guidance and Counseling Service Implementation Plan (RPLBK); (5) Media in Learning and Counseling Services; and (6) Media Synchronization in the Pancasila Student Profile. The fifth stage was the closing. Closing activities are filled with providing motivation and filling out the post-test instrument. Motivation was conveyed to all training participants about the importance of counseling teachers in supporting the progress of the nation's children through the application of counseling concepts in the six dimensions of the Pancasila Student Profile. Furthermore, participants filled out the post-test to determine post-training changes. There are 8 questions with answers between 1 and 4 which refer to the following conditions: 1. strongly disagree 2. disagree 3. agree 4. strongly agree. Based on the comparison of pre-test and post-test results that have been filled in by 20 participants, it shows that there is an increase. The Wilcoxon signed rank test was conducted to see statistically the improvement that occurred, with the following results.

Ranks

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

The results of the ranks table show the following results: (1) negative ranks prove that there is no decrease between pre-test and post-test; (2) positive ranks show that the increase in post-test results occurred in 20 individuals; (3) the results of the tiles show that there are no individuals who have no difference between pre-test and post-test.

Test Statistics

		posttest - pretest
Z		-3.929 ^b
Asymp. Sig. (2-tailed)		.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the Wilcoxon I signed rank test, the Asymp. Sig. (2 tailed) $0.00 < 0.05$, it can be concluded that there is a difference in the level of Capacity building of MTs Teachers in Strengthening the Profile of Pancasila Students.

CONCLUSIONS AND SUGGESTIONS

Capacity-building activities for MTs Teachers in Strengthening the Profile of Pancasila Students through the Twin Cycle Experiential Learning Model went smoothly. Participants experienced an increase in pre-test and post-test results which means there was an increase in the Capacity building of MTs Teachers in Strengthening the Pancasila Student Profile. The series of activities that have been followed are expected to be disseminated to other teachers so that President Joko Widodo's *nawacita* to strengthen Character Education can be maximally achieved. In addition, the service team still needs to monitor participants regarding the implementation of the Pancasila Student Profile initiation.

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