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Management of Guidance and Counseling Services in The Merdeka Belajar Curriculum

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Abstract: Merdeka Belajar curriculum requires school counselors to innovate services to suit the characteristics of the curriculum. Merdeka Belajar curriculum places a lot of emphasis on strengthening students' character. The character strengthening is carried out through intracurricular activities that are included in learning in each subject, and through the Pancasila Student Profile Strengthening Project (P5) which takes place outside the learning session. The program implementer involves all members of the learning committee including school counselors. Guidance and counseling have an important role in the success of the independent learning curriculum. School counselors can take part in the implementation of the Proyek Penguatan Profil Pelajar Pancasila (Pancasila Student Profile Strengthening Project/P5), especially in developing student character. School counselors should be able to develop a P5 which is innovative and fun in strengthening students' character. In addition, school counselors can also arrange guidance and counseling programs that are able to develop the character of students in accordance with the ideals of an independent curriculum. This includes compiling an assessment to measure how far the level of achievement of student character in the school is. This article describes the role of school counselors in implementing the independent learning curriculum. This article is based on a study of the role and function of guidance and counseling in the independent learning curriculum implemented by the Ministry of Education, Culture, Research and Technology.

Keywords: guidance and counseling service management, merdeka belajar curriculum.

Introduction

The Minister of Education of the Republic of Indonesia said that currently we are in a situation where education cannot guarantee a person's success (Mandasari, 2020). The rapid growth of technology affects all lines of life in society (Meyer, 2018). Every student is faced with complex circumstances and increasing challenges (Hadar, 2020). Under these circumstances, every student needs various life competencies to develop effectively and productively (Sreena, 2018).

In developing student life competencies, schools need a service system that does not only rely on learning services or fields of study, but also special psychoeducational services through guidance and counseling (Maksymchuk, 2020). The role of guidance and counseling today is seen as increasingly important when it

is associated with the challenges of increasingly complex community life (Gruber, 2021). The influence of technology and information that dominates and changes in the orientation of life so quickly will have an impact on student behavior (Gazzola, 2020). In this context, the role of guidance and counseling increasingly exists and is recognized, both scientifically and practically and in practice (Sutton, 2019). Guidance and counseling within the scope of education are increasingly important and synergistic to support the achievement of holistic educational goals (Shaw, 2021).

Guidance and counseling is an integral part of education is an effort to facilitate and make students independent in order to achieve complete and optimal development (Sverdlik, 2018). This is stated in Permendikbud Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education. It is further stated that guidance and counseling services are systematic, objective, logical, and sustainable and programmed efforts carried out by Guidance and Counseling counselors or teachers to facilitate the development of students to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realize themselves responsibly so as to achieve happiness and prosperity in their lives (Bhakti, 2020).

School counselors must be able to understand the characteristics of students who are the target of guidance and counseling services (Daka, 2021). Students who are subject to the independent curriculum are Generation Z (born 1995–2010) and Alpha (born 2010-2024). These two generations have distinctive characteristics that have not been discussed in existing developmental theories.

Generation Z is called the internet generation or i-generation. This generation was born during the transition period of technological development. From an early age, generation Z has been introduced to a lot by technology and is very familiar with smartphones which causes Generation Z to like instant things in the process of working. This affects the pattern of thought and behavior. This generation also likes to socialize through social media and emphasizes popularity by doing things that are full of sensations. The characteristics of this generation are (1) preferring social activities when compared to the previous generation, (2) multi-tasking, (3) very fond of technology, (4) expert in operating the technology, and care about the environment.

Generation Z is the fastest growing generation. The World Health Organization (WHO) estimates that children start puberty three months earlier each decade. This generation also enters school earlier and is the biggest consumer compared to previous children. Generation Z is a generation that has good digital literacy, multi-tasking, skilled in using information technology, but is weak in working without the help of technology.

Guidance and counseling have a responsibility in developing effective students in a systematic, programmed, and collaborative manner so that each student is able to achieve developmental competencies or expected behavior patterns (Talapatra, 2019). In the independent curriculum, the competencies and professional duties of guidance and counseling that can be carried out are (1) designing, implementing, administering, and utilizing the results of the assessment for the development of an independent curriculum; (2) designing a complete guidance and counseling program with its service tools, namely the Guidance and Counseling Annual Program (PROTA BK), Guidance and Counseling Semester Program (PROSEM BK), Classical Guidance and Counseling Design (RPL BK), group guidance, individual counseling , group counseling, consultation, home visits and others; (3) implementing the guidance and counseling program and its services; (4) assessing the process and results of guidance and counseling activities; and (5) conducting research in guidance and counseling, especially in terms of character development.

Strengthening the profile of Pancasila students is structured as a reference for schools to develop the character of their students in accordance with the ideals of the nation (Hidayah, 2021). Student Profile Pancasila has six competencies which are formulated as the main dimensions (Marsidin, 2022). The six dimensions are interrelated and reinforce one another, so that efforts to realize a complete Pancasila Student Profile require the development of these six dimensions simultaneously and not partially (Dasmana, 2022). The six characters show that the independent curriculum does not only focus on cognitive abilities, but also students' attitudes, behavior, and character (Haniah, 2020).

Figure 1. Management of Strengthening the Profile of Pancasila Students in the Merdeka Belajar Curriculum

In the previous curriculum, the character of Pancasila was not mentioned in detail. While in the independent learning curriculum, the character of Pancasila is written clearly including its indicators and dimensions. Each school level will get the same character strengthening. It's just that in its application it will be adjusted to the growth phase. For Junior High School (SMP) and High School (SMA) levels, character strengthening is in phases D, E, and F. In full, the character levels and phases in strengthening the profile of Pancasila students are as follows:

Table 1. Character Levels and Phases of Profile of Pancasila Students

School Level	Development Phase
Early Childhood Education (PAUD), Age 4-6 Years	Foundation Phase
Elementary School (SD) Class I-II, Age 6-8 Years	Phase A
Elementary School (SD) Class III-IV, Age 8-10 Years	Phase B
Elementary School (SD) Class IV-VI, Age 10-12 Years	Phase C
Junior High School (SMP) Class VII-IX, Age 13-15 Years	Phase D
High School (SMA) Class X-XI, Age 16-17 Years	Phase E
High School (SMA) Class XII, Age 18	Phase F

The concept that most distinguishes between the independent curriculum and the previous curriculum is about the allocation of 20% - 25% for the development of the Pancasila student profile. Strengthening the profile of Pancasila students is designed by the school through two kinds of activities. First, through intracurricular activities that are integrated with the subjects in the classroom. Second, through project based learning (PBL) which is separate from intracurricular activities. This activity is arranged separately while still allocating regular learning time. These two types of activities are adjusted to the school's time and budget allocations.

Through learning and classroom activities, teachers are required to implement learning that includes strengthening the character of Pancasila. The learning method was designed by the subject teacher himself by combining character content. This can be applied through various activities, such as collaborative learning, constructivism, structured assignments and other learning that can strengthen students' character.
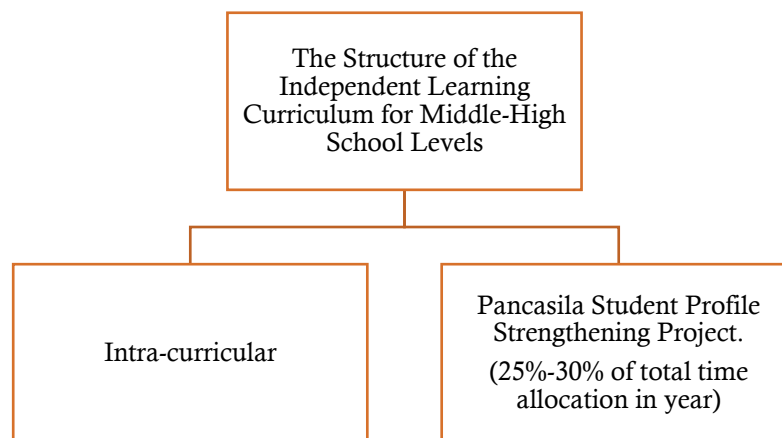
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          ┌─────────────────────┐
          │  The Structure of the │
          │  Independent Learning │
          │ Curriculum for Middle-High │
          │     School Levels     │
          └─────────────────────┘
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Figure 2. Organizing the Strengthening of Pancasila Student Profiles in Merdeka Belajar Curriculum

Boxes: Intra-curricular | Pancasila Student Profile Strengthening Project. (25%-30% of total time allocation in year)

In the project activities to strengthen the profile of Pancasila students, all learning committees collaborate to develop lesson plans. School counselors have an important role in this activity, especially in developing students' non-academic skills at school. School counselors are able to collaborate with teachers to arrange activities that support the strengthening of the profile of Pancasila students. Guidance and counseling in schools also have a role in identifying the extent to which the character of Pancasila students is implemented. This activity really requires the role and function of the school counselor. School counselors are very skilled in designing activities, especially outside the classroom in order to strengthen the character of students.

The independent curriculum emphasizes the importance of students learning things outside the classroom, but unfortunately so far the implementation has not been optimal (Pratikno, 2022). Today's world is increasingly modern with continuous progress achieved through various initiatives that require creative and innovative thinking skills (Makarova, 2019). Projects to strengthen the profile of Pancasila students can be carried out through various activities such as social, environmental, science, arts and culture projects.

Being able to solve problems in the real world is important for students. These problem-solving skills must be prepared through experience (knowledge) and competencies that are in accordance with the demands of the times. In that effort, the Ministry of Education and Culture (Kemendikbudristek) launched the Pancasila Student Profile Strengthening Project. This can provide opportunities for students to learn as well as get the opportunity to learn from the surrounding environment.

Guidance and counseling have duties and functions in developing students' character. Even before there was an independent curriculum, guidance and counseling had played a role in strengthening the character of students. This is embodied in the achievement of the competence of guidance and counseling services, or what is often referred to as the student independence competency standard (SKKPD). There are 11 standards, including: (1) the basis of religious life, (2) the basis of ethical behavior, (3) emotional maturity, (4) intellectual maturity, (5) awareness of social responsibility, (6) gender awareness, (7) development self, (8) entrepreneurial behavior (independence of economic behavior), (9) insight and career readiness, (10) maturity of relationships with peers, and (11) readiness for marriage and family (Ministry of National Education, 2007). Referring to the standard formulation, the purpose and direction of guidance and counseling services in schools is to facilitate the achievement of developmental aspects as a whole and optimally.

Next to the above developmental standards are in line with the six dimensions of the Pancasila student profile. It's just that in the profile of Pancasila students, the various characters are squeezed into six dimensions. At the end of the activity, schools must assess the success of strengthening the character of Pancasila students.

School counselors are required to be able to compile assessments in order to assess the character of Pancasila students. With his psychological assessment competence, the assessment can be used to measure

the achievement of character strengthening carried out. In general, psychological assessment is carried out in two ways, namely psychological assessment of test and non-test techniques.

Counselors need to develop non-test technical psychological assessments to understand individuals using standardized and non-standard instruments. Non-test assessment techniques that are often used for guidance and counseling purposes include: (1) observation, (2) interviews, (3) questionnaires, (4) sociometry, (5) documentation, (6) biography or autobiography. While the data collection instruments that are often used to identify problems and the need for assistance services include: (1) problem checklist (DCM), (2) problem solving tool (AUM), (3) developmental task inventory (ITP).

Through the preparation of this non-test assessment, the counselor is able to assess the achievement of the character of Pancasila students. Based on the data from the assessment, the counselor can develop a profile that describes the student's identity, the character being built, and other developmental aspects. Based on the assessment results, counselors can also develop class profiles, so that each class has its own profile. Class profiles should be written in the form of a matrix, for example in excel format, in the form of graphs and charts so that all data can be clearly observed. With this class profile, it can be seen the position of students in the class. The profile will describe the variation in the need for guidance and counseling services related to the six dimensions of character according to the profile of Pancasila students.

In the end, the results of the character assessment can also be used as a basis for designing individual, group, classical, large or cross-class guidance and counseling service programs, and/or using the media. Guidance and counseling services can be specifically designed to be carried out by school counselors and can also be designed to collaborate with other staff in developing projects to strengthen the profile of Pancasila students.

Method

This article is the result of library research. This library research was carried out in-depth on knowledge, ideas and other findings in the academically oriented literature related to the implementation of the independent learning curriculum. The purpose of this study is to formulate a theoretical idea about the role of guidance and counseling teachers in strengthening the profile of Pancasila students in the era of independent learning.

Sources and references taken in this study include books, modules, journals, articles, laws and public policies as well as other relevant sources related to the role of guidance and counseling teachers in strengthening the profile of Pancasila students in the era of independent learning. This literature study aims as a basis to strengthen the results of the studies produced in this study. There are at least four things that need to be considered in determining the source of the literature review, including (1) the identity of the referenced source, (2) the qualifications and objectives of the author, (3) a simple conclusion regarding the content of the article, and (4) the usefulness or importance of the source referred to in the article. answer the problems that have been formulated.

This research procedure goes through three stages, including (1) researchers organize literature on three major topics (guidance and counseling, profiles of Pancasila students, independent learning curriculum) then group them into three categories according to research objectives, (2) researchers analyze and unify the results of organizing literature become a summary so that it becomes a single unit and by looking for links between literature, (3) identify literature topics that are in accordance with the study topic to be discussed and carry out a synthesis so that it becomes a complete study result.

In the first stage, the researcher sorts out sources related to three major topics. The topic is taken from various references. One of the most accurate references is the independent learning curriculum module issued by the ministry of education as a reference for schools to develop an independent learning curriculum. These references are taken as one of the sources of data collection related to three major topics. The guidebook for the preparation of the Pancasila student profile strengthening project (Kemdikbudristek, 2020) is used to find out what the implementation of character strengthening projects looks like. Another source used is the guidance and counseling service implementation guide issued by the Ministry of Education and Culture (Kemendikbud, 2016).
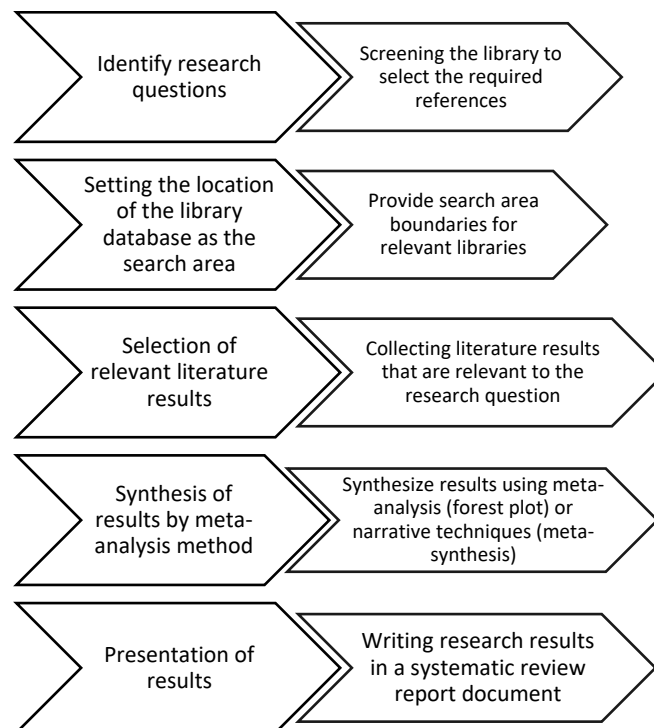
Figure 3. Library Analysis Flow

In the second stage, the researcher synthesizes and organizes the literature so that it is easy to review. In general, this second activity is exposure to data on guidance and counseling, profiles of Pancasila students and the independent curriculum. Based on the exposure of the relevant data, the researcher conducted a review so that they could sort out which libraries needed to be used or which ones did not need to be used. The results of this review will be analyzed at a later stage.

In this third stage, the researcher identified the topic and made a synthesis so that the results of the study were in accordance with the research objectives. At this stage the researchers synthesized all the library data obtained. This is done to explore research indicators. Literature sources are all. This synthesis process includes (1) extracted themes and concepts from relevant libraries; (2) the results of this extraction are organized into important (main) findings; (3) the findings are grouped into categories; (4) the categories are then synthesized into descriptive data (adjusted with the conceptual framework that is compiled). This meta-synthesis technique aims to integrate data to obtain new theories and concepts or a deeper and more comprehensive level of understanding. The results of this synthesis are descriptive data which becomes final data and is ready to be published

Tips:

1. Define the population and the methods of sampling;

2. Describe the instrumentation;

3. Describe the procedures and if relevant, the time frame;

4. Describe the analysis plan;

5. Describe any approaches to ensure validity and reliability;

6. State any assumptions;

7. Describe statistical tests and the comparisons made; ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation, and;

8. Describe the scope and/or limitations of the methodology you used.

In the *social* and behavioral sciences, it is important to always provide sufficient information to allow other researchers to adopt or replicate your methodology. This information is particularly important when a new method has been developed or an innovative use of an exisiting method is utilized.Last, please avoid to make a sub section in Material and Methods.

Results and Discussion

The independent learning curriculum is prepared at the school level while still referring to the learning outcomes that have been determined nationally. The government establishes the basic framework and curriculum structure as a reference for the development of operational curricula in each school.

In this curriculum, learning outcomes are determined at the national level. Schools have the freedom to develop curricula, determine learning methods and develop learning objectives. Principals and teachers must work together in designing learning at the school level in accordance with the uniqueness and characteristics of the school, with the aim that each student can achieve learning outcomes as determined nationally.

The guidance and counseling service model fully stimulates the development of competence and character holistically. The service is carried out through an interactive, inspiring, fun, challenging, and motivating service process for students to think, feel, behave, act, and be responsible. Guidance and counseling program to accommodate all service activities in order to complete developmental tasks according to their age level. Therefore, guidance and counseling services must be designed to be in line with the competency standards of student independence (SKKPD) which are integrated in the curriculum structure to support the realization of the Pancasila student profile, both through intracurricular and Pancasila student profile strengthening projects.

Table 2. Activities for Strengthening the Profile of Pancasila Students

Type of Learning	Forms of activity	Executor
Intracurricular	Classroom learning	Teacher
Pancasila Student Profile Strengthening Project (P5)	Project-based learning activities by allocating regular learning time	The entire learning committee

Based on the literature review, it was found that guidance and counseling have a high role in strengthening the profile of Pancasila students in supporting the independent learning curriculum. Several roles that can be performed.

Table 3. Various Guidance and Counseling Services in Strengthening the Profile of Pancasila Students

No	Service Components	Service Strategy	Forms of activity
1.	Basic Service	Classical/Cross-Class/Group Guidance Information Services	Competence development and character strengthening through classical/cross-class/group guidance activities or various information published through guidance boards, displays containing wise words, social media, etc.
2.	Interest and Individual planning Services	Classical/Cross-Class/Group Guidance Collaboration	Assisting students in identifying and developing students interests, talents, and abilities, especially in determining post-junior high school levels, determining elective subjects at the high school level, and determining majors at the vocational level.
3.	Responsive Services	Counseling Curative/Preventive	Assisting with student problems in the form of counseling and alleviation of problems, especially problems related to student character
4.	System Support	Psychological Assessment Collaboration	Preparation of character assessments that are adapted to the character of Pancasila students. This is done to assess how high the achievement of the student's character is. Counselors can also collaborate with teachers in developing projects to strengthen the profile of Pancasila

students. This project is designed to develop character, so the role of the counselor is very much needed.

In the basic service component, school counselors provide assistance to all counselees through the preparation of classically structured experiences or groups that are designed and implemented systematically in order to develop effective self-adjustment abilities according to the stages and developmental tasks (profile of Pancasila students). In addition, in basic services, school counselors can also socialize character strengthening through existing media in schools, such as guidance boards, photos displayed in school corners or social media and school websites. This service aims to help all students to obtain maximum character development, have a healthy mentality, and acquire life skills in accordance with what is described in the Pancasila student profile.

Through individualized planning and specialization services components, school counselors can contribute to setting goals, developing, and implementing future plans in personal, social, learning, and career areas. These services include: goal setting, career planning, and understanding, interpreting and applying assessment results for career planning. With this service, students learn to monitor, understand their own growth and development and take proactive action on the information. Specialization services start from specialization planning which includes student ability assessments, selection and determination of subject interests, specialization assistance, development and distribution of interests, evaluation and follow-up. School counselors can provide alternative choices of subjects based on the results of self-potential analysis, parents' expectations, opportunities and career directions for students and subject teachers' recommendations.

In the responsive service component, guidance and counseling is designed to meet the needs of students who require urgent and immediate treatment. Responsive service activities consist of individual counseling, group counseling, and crisis counseling and are supported by consultation, referral, mediation, and information activities. The purpose of this service is to provide: a) intervention services for students who are experiencing a crisis, students who have made unwise choices or students who need assistance in handling specific areas of weakness and b) preventive services for students who are on the verge of making unwise choices. The contents of this responsive service, among others, relate to the handling of personal, social, study, and career problems, including the problem of student character which is judged not to be in accordance with the profile of Pancasila students.

While in the system support component, school counselors prepare character assessments that are tailored to the character of Pancasila students. This is done to assess how high the achievement of the student's character is. Counselors can also collaborate with teachers in developing projects to strengthen the profile of Pancasila students. This project is designed to develop character, so the role of counselor is very much needed. Counselors who really focus on students' non-academic competencies are considered very competent in planning project activities to strengthen the profile of Pancasila students.

The various forms of activity above do not stand alone. However, they are related to each other. Guidance and counseling can directly or indirectly support the strengthening of the profile of Pancasila students. The following figure describes the relationship between one form of activity and another.
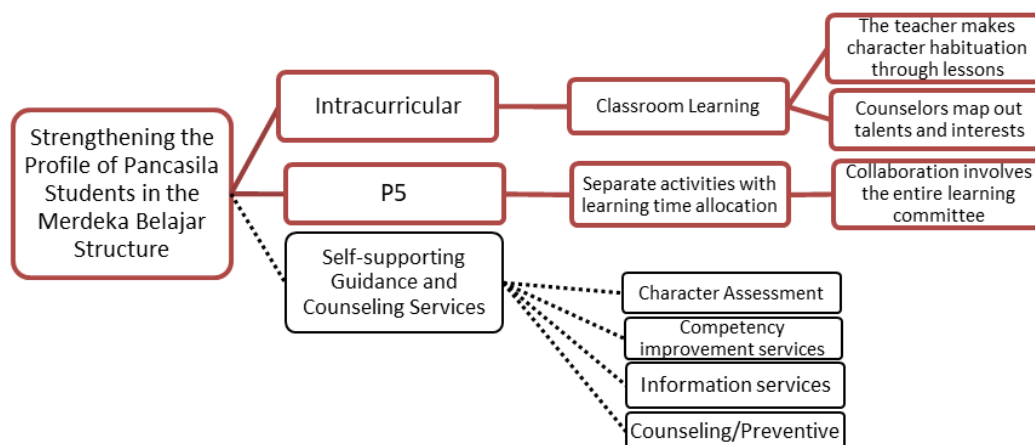
Figure 4. Chart of the Role of Guidance and Counseling in Strengthening the Profile of Pancasila Students

Conclusion

Guidance and counseling have direct and indirect roles in strengthening the profile of Pancasila students. Directly, school counselors can participate in designing and implementing projects to strengthen the profile of Pancasila students. School counselors can also arrange character assessments to assess the achievement of character strengthening that has been implemented. In addition, counselors can also provide classical/cross-class/group guidance services through various methods to strengthen students' character. Counselors can also socialize the character of Pancasila students through guidance and counseling information media, such as guidance boards, social media, and posters that are displayed in the corner of the school.

Meanwhile, school counselors can conduct individual/group counseling in following up on student character problems that are considered difficult to repair with character strengthening programs carried out through intracurricular or through projects to strengthen the profile of Pancasila students.

The explanation above is the basis for the importance of the role of guidance and counseling in the independent learning curriculum, especially in strengthening the profile of Pancasila students. Therefore, guidance and counseling services must be designed to be in line with the competency standards for student independence (SKKPD) which are described in the achievement of guidance and counseling services in phases D, E and F at the junior high and high school equivalent levels , and are integrated into the curriculum structure to support the realization of Pancasila student profile.

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