

Guidance and Counseling Teachers Have A Crucial Role In Assisting Students With Their Character Development Throughout The Independent Merdeka Curriculum

Zahwa Aulia Siregar¹, Putri Zeni Susanti², Muthia Cahyani³ Vina Febriani⁴ Ira Oktarini⁵
Sabarrudin⁶

^{1,2,3,4,5,6} *Sjech M. Djamil Djambek State Islamic University, Bukittinggi*
e-mail: sabarone399@gmail.com

Abstract. In the present-day competitive environment, achieving success is a problem for pupils. This necessitates the involvement of a Guidance and Counseling instructor who can assist students in cultivating their character and acquiring the necessary skills. This study investigates the function of Guidance and Counseling teachers in facilitating student character development within the autonomous curriculum. The research methodology employed is a literature review, which thoroughly examines papers on this research topic through content analysis. Research findings indicate that Guidance and Counseling educators have a crucial role in facilitating the growth of students' social, emotional, and intellectual competencies, which are essential for achieving success in the highly competitive and rapidly evolving contemporary society.

Keywords: Role, Guidance, Counseling, Character, Merdeka Curriculum.

Abstrak. Keberhasilan dalam dunia yang kompetitif saat ini menjadi tantangan bagi seorang peserta didik, hal tersebut diperlukan adanya peran seorang guru Bimbingan dan Konseling dalam membantu siswa mengembangkan karakter dan keterampilan. Penelitian ini bertujuan untuk mengeksplorasi peran guru Bimbingan dan Konseling dalam mendukung pengembangan karakter siswa selama kurikulum merdeka. Metode penelitian yang digunakan yaitu literatur review dengan melakukan telaah secara mendalam terhadap artikel-artikel yang membahas tentang penelitian ini melalui analisi isi. Hasil penelitian menunjukkan bahwa guru Bimbingan dan Konseling memainkan peran penting dalam membantu siswa mengembangkan keterampilan sosial, emosional, dan akademik yang diperlukan untuk berhasil di dunia yang kompetitif dan berubah cepat saat ini.

Kata kunci: Peran, Bimbingan, Konseling, Karakter, Kurikulum Merdeka

INTRODUCTION

The Indonesian education system occasionally incorporates political issues into curriculum modifications. The current system often obstructs the implementation of curricular modifications due to the inappropriateness of certain areas in Indonesia. This is especially accurate for smaller regions, such as dwellings located inland. The COVID-19 pandemic in Indonesia led to significant modifications in the curriculum, most notably the adoption of an autonomous curriculum. The core principles of Pancasila form the foundation of this curriculum. The implementation of the Merdeka Curriculum involves cultivating the growth of children's or students' profiles with the aim of instilling in them desired attributes and principles that align with the five components of Pancasila. This approach also assesses the strength or vulnerability of their qualities and principles in their daily lives (Safitri et al., 2022).

The Merdeka Curriculum aims to meet the specific needs and preferences of children and students, with the objective of cultivating an enduring enthusiasm for education (Anwar, 2021). The Pancasila student profile Strengthening Project (P5) and its in-curricular learning activities served as the foundation for the creation of the Merdeka Curriculum (Nahdiyah et al., 2022). The Merdeka Curriculum comprises multiple dimensions, including religious devotion, steadfast dedication to God, cultivating moral excellence, self-sufficiency, collaborative cooperation, embracing global diversity, promoting analytical thinking, and nourishing creativity (Lestarinigrum, 2022). An autonomous curriculum in education emphasizes the achievement of certain criteria for children and students (Indarta, 2022).

The Pancasila student profile integrates the dedication to character education included in the Merdeka Curriculum. Character education is an educational approach that teaches principles that align with the cultural norms of a country. The idea encompasses understanding, convictions, and behaviors related to God, oneself, society, and the nation (Affandi, 2011). Character education is crucial for the enduring viability and prospective triumph of a nation. In order to attain excellent learning outcomes, it is imperative to participate in meticulous planning and utilize suitable learning approaches and tactics. Providing support to all personnel involved in the educational setting, fostering a feeling of accountability in students, and establishing a cohesive school culture that is consistent with ethical principles and values are of utmost importance. Good character is the fundamental embodiment of educational concepts.

Early exposure to character education is crucial for students. The development of emotional intelligence and reason in children relies on a strong foundation of academic intelligence. Ainia (2020) focuses on imparting character education to young individuals, emphasizing its significance. Student character education is in accordance with the goals of national education, as stated in Law Number 20 of 2003, specifically Article 3 of the National Education System (Marhayani, D.A., 2018: 67). The rule mandates that the primary objective of national education is to cultivate aptitude, mold the national ethos, promote cultural diversity, regulate the nation's affairs prudently, and prepare students to become the future labor force. These folks possess firm convictions, demonstrate steadfast dedication to God, and maintain elevated ethical principles. Acquire citizenship by showcasing a virtuous, robust, knowledgeable, capable, innovative, self-reliant, involved, and accountable demeanor. The previous discussion focused on the objective of character education, which is to facilitate students in acknowledging their own identity and place, demonstrating respect towards others and themselves, and engaging in virtuous conduct. Without a doubt, the educational curriculum encompasses every facet of an individual's character.

Teachers have a crucial role in helping students develop their character to meet the goals of character education (Supranoto, 2015). This highlights the necessity for instructors to be mindful of the significance of instilling character attributes in their students. However, parents exert a substantial influence on molding a child's personality (Celin, 2022). Character education is essential for creating the future of the nation by empowering school-age youngsters. The government plans to integrate character education into all instructional activities in schools as a means to encourage self-reflection and a positive outlook. The government employs schools as an alternate means to foster character education.

Chamisijatin, (2022) this shows that character education in schools is not only focused on teaching moral values. Character education seeks to foster positive behavior that allows students to act based on their personal values. Of course, teachers play a crucial role as educators, mentors, trainers, and evaluators of students to achieve the expected goals of character education (Celin, 2022). Therefore, it is important for teachers to have good mental and emotional maturity so they can be role models for their students (Wahyuniyanto, 2018). In learning, the teacher's main role is to help students understand their characteristics so that they can successfully receive learning. The teacher's learning process is based on the school's curriculum. Litonga (2018) adjusts the

curriculum to reflect current developments. The Merdeka Curriculum program includes character education (Chamisijatin, 2022).

Education is crucial in fostering the holistic development of children, including their cognitive, physical, social, emotional, artistic, and spiritual dimensions. This has been supported by multiple studies, notably the research undertaken by Dapip Sahroni in 2017. These components have the ability to combine or join together. Moreover, research conducted in 2021 has proven a correlation between this phenomenon and changes in cognitive processes, lifestyles, and actions that deviate from the ideals of character education. The consequences are indiscriminate behavior, which subsequently leads to promiscuity, sexual harassment, criminal activity, and comparable problems. This study attempts to comprehensively investigate the importance of character education in the Merdeka Curriculum.

METHODOLOGY

The researchers conducted a literature review as part of their investigation, citing the work of Sabarrudin and Fitriani (2022). Library research involves gathering data from various sources within a library, such as books, periodicals, print media, images, and videos (Khairiah & Silvianetri, 2022; Yuningsih & Herdi, 2021). This study utilizes library research methods. The research focuses on a compilation of multiple articles sourced from various outlets, books, records, and other references. These materials discuss the significance of character education throughout the era of an Merdeka Curriculum. The research employs a data analysis methodology that involves three distinct stages: data examination, data refinement, and conclusion formulation. Data validation was performed using source triangulation, as described by Sabarrudin et al. (2022) and Sabarrudin & Masril (2023).

RESULTS AND DISCUSSION

Halimah (2020) and Ritonga (2018) assert that the curriculum is the central component of education, highlighting its significance in all educational endeavors (Halimah, 2020; Ritonga, 2018). This demonstrates that the fundamental aspect of educational activities is the interplay among educators, learners, educational materials, and the surroundings. The curriculum functions as the essential basis for all facets of education. The curriculum provides the basis for all school activities and associated endeavors. Therefore, the curriculum establishes and governs education.

Collaboration between families, schools and communities is essential to accomplishing these educational objectives. To achieve a country's educational objectives, evaluation and categorization are crucial. The anticipated outcomes illustrate that early exposure to character education is the paramount form of education. Character formation, as stated by Kolberg and other educators, is an early-age process. Research indicates that family character education holds significant importance (Warsono, 2022). Nevertheless, contemporary education acknowledges the substantial influence it has on the intellectual and personal growth of children by implementing more extensive character training. Hence, it is imperative to extensively enhance and execute character education in order to cultivate an exceptional generation (Purna, Prakoso, & Dewi, 2023).

An autonomous curriculum is crucial for ensuring high-quality education and fostering character development among Pancasila students. Our primary focus should be on addressing global concerns and providing our learners with essential skills. This aligns with Bloom's trichotomy notion. Put simply, the curriculum implementation should encompass all dimensions of education, including cognitive, emotional, and psychomotor domains. Thus, this categorization encompasses not only the transmission of knowledge but also the assimilation, acquisition, and application of knowledge (both emotionally and in terms of physical skills) (Muslimin, 2023).

Habituation refers to the process of acquiring consistent and automatic attitudes and habits through repeated learning. Teachers serve as influential role models in shaping children's moral and ethical development (Lubaba and Alfiansyah, 2022).

Minsih, Fuadi, and Rohmah (2023) state that the autonomous curriculum comprises four character development tasks. An educational initiative that employs teaching materials and student-centered elements promotes the Pancasila student profile. In addition, the school tailors its extracurricular programs to accommodate the specific needs, interests, and skill levels of every student. In addition, the extracurricular activities have the objective of enhancing the visibility of Pancasila students beyond the classroom through the implementation of targeted techniques. Furthermore, schools implement an acculturation program that prioritizes character education.

Children learn a set of standards of appropriate and ethically based behavior through education, which develops their sensitivity to moral values in their living environment (Jafar and Mustup, 2018). A nation must imbue its generation with a strong sense of character. In this case, education plays an important role in strengthening the generation's self-awareness. The government is currently trying to improve the country's character through education in various ways. The newest Pancasila student is one of them (Purna, Prakoso, Dewi, 2023).

The Merdeka Curriculum integrates project-based co-curricular learning (P5), which strengthens the Pancasila student profile and promotes the cultivation of soft skills, as opposed to the 2013 Curriculum (Ulandari and Dwi, 2023). The project aims to enhance students' character as a Pancasila student profile by addressing and resolving environmental issues (Asiati and Hasana, 2022). Focus your efforts on developing practical life and character skills. The project "Strengthening Pancasila student profiles and Work Culture" facilitates students' acquisition of knowledge and skills, both within and outside the classroom, hence cultivating a cohesive school culture (Rahayuningsih, 2022). Schools incorporate the Pancasila student profile by conducting habit formation exercises, promoting individual intracurricular learning, organizing project-based extracurricular activities, and offering extracurricular activities that focus on character development and equipping students with skills for daily (Setiyaningsih & Wiryanto, 2022; Ansar, Marzuki & Tolla, 2019).

Students who successfully complete the Merdeka Curriculum's character education program adopt the Pancasila student profile (Susilowati, 2022). Decree No. 22 of 2020, issued by the Ministry of Education and Culture, regulates the Pancasila student profile. Decree Number 22 of 2020 by the Ministry of Education and Culture offers comprehensive elucidations for each of the six dimensions. The six traits encompass creativity, critical thinking, faith, devotion to God Almighty, global diversity, mutual cooperation, and independence (Novita Nur'Inayah, 2021). This profile includes multiple facets of intelligence, specifically cognitive intelligence (which entails analytical and inventive thinking), interpersonal intelligence (which involves global cooperation and embracing diversity), ethical intelligence (which encompasses integrity, dedication, and possessing a virtuous character), and imaginative intelligence (which emphasizes autonomy) (Warsono, 2022).

The Pancasila student profile encompasses Indonesian students that possess outstanding abilities for further education, demonstrate a global perspective and proficiency, and adhere to the principles of Pancasila in their behavior. The Pancasila student profile is the main source for understanding the various characteristics, elements, and sub-elements of the Merdeka Curriculum. The Director General of the Educational Curriculum and Evaluation Standards Agency issued Decree Number 009/H/KR/2022 in 2022. Teachers employ these attributes as benchmarks and sources of guidance to aid their students in developing their character and refining their abilities (Sushirowati, 2022).

The aim of this project is to improve the prominence of Pancasila students by highlighting their dedication and moral behavior, resilience, self-sufficiency, critical thinking, and analytical

abilities, as well as their readiness to face future challenges and adjust in various environments, all while upholding a commitment to global diversity and faith (Safitri, Wulandari, and Herlambang, 2022). Teachers can utilize several techniques, such as project-based learning, differentiated instruction, and conditioning, to successfully include the Pancasila student profile. Learning projects refer to various domains within the self-directed curriculum that aim to improve students' character and abilities. Differentiated learning tailors learning objectives according to the unique interests and talents of each student. Moreover, this approach aligns with the Pancasila student profile, which aims to foster student conduct that enhances their moral and ethical qualities (Lubaba and Alfiansyah, 2022).

CONCLUSION

An Merdeka Curriculum is crucial for ensuring that Pancasila children receive top-notch instruction and character education. It is imperative that we guarantee our students' preparedness to confront the forthcoming global challenges. This is logical, given Bloom's trichotomy theory. Curriculum implementation must prioritize the cognitive, emotional, and psychomotor learning areas. Hence, it is imperative that we acquire and assimilate these qualities (both emotionally and in terms of motor skills) and also apply them practically while also transmitting them as knowledge.

Character is the innate sense of right and wrong that is present in every individual. Education equips pupils with a set of ethical principles that govern their behavior and increase their awareness of moral values in their everyday surroundings. A nation must cultivate moral fortitude in its younger generation. Education is crucial for enhancing the self-awareness of the current generation. The government is presently endeavoring to enhance the nation's character through education. One of their endeavors entails the implementation of the Pancasila application for educational purposes.

The merdeka curriculum integrates project-based co-curricular learning, which improves students' Pancasila qualities and soft skills, as opposed to the 2013 curriculum. The objective of this initiative is to improve students' Pancasila learner profiles by tackling environmental issues and emphasizing character development and life skills. The objective of the "Strengthening Pancasila student profiles and Work Culture" initiative is to foster a favorable school atmosphere and improve educational experiences, embracing both formal and informal learning environments. Schools incorporate the Pancasila student profile through the implementation of project-based extracurricular activities, habituation exercises, personalized intracurricular learning, and extracurricular programs that prioritize student training and character development.

The Pancasila student profile encompasses Indonesian students that possess outstanding abilities for further education, demonstrate a global perspective and proficiency, and adhere to the principles of Pancasila in their behavior. The Pancasila student profile is the main database of information for understanding the various aspects, components, and divisions of the independent curriculum. The Education Curriculum and Evaluation Standards Agency, through its Director General, issued Decree Number 009/H/KR/2022. Teachers employ these attributes as benchmarks and instruments to aid their students in developing their character and skills. Teachers can utilize several approaches, including project-based learning, differentiated instruction, and conditioning, to successfully include the Pancasila student profile. Individualized instruction tailors learning objectives to match students' unique interests and abilities, while learning initiatives center around specific subject matters. These tasks are key parts of a self-directed curriculum that focuses primarily on improving one's character.

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