

Percentage of Pancasila student profile dimensions in the Merdeka curriculum and the implications for high school guidance and counseling programs

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Abstract: The Merdeka curriculum is an improvement on the previous curriculum, namely the 2013 curriculum, whose implementation was based on the implementation of the Pancasila student profile. The aim of this research is to compare the six dimensions of the Pancasila student profile in order to assist counselors in developing guidance and counseling service programs. This research uses a survey method. The research subjects were 90 students in class X at a private Catholic high school in Malang. The results of data analysis in this study found that the percentage of the dimensions of faith, devotion to God Almighty, and having noble morals was 80.56%, the global diversity dimension was 72.83%, the mutual cooperation dimension was 81.61%, the independent dimension was 83.78%, the critical reasoning was obtained at 81.50%, and the creative dimension was obtained at 77.67%. The findings of this study can be utilized as a point of reference for counselors to design guidance and counseling programs in schools to enhance or maintain values that strengthen dimensions within the Pancasila student profile. This includes collaborating with subject teachers, conducting group guidance, using traditional games, art therapy, and various counseling techniques.

Keywords: Guidance and counseling, Merdeka curriculum, Pancasila student

Abstrak: Kurikulum Merdeka adalah bentuk perbaikan dari kurikulum sebelumnya yaitu kurikulum 2013 yang penerapannya didasarkan pada implementasi profil pelajar Pancasila. Penelitian ini bertujuan untuk melakukan perbandingan terhadap enam dimensi profil pelajar Pancasila agar membantu konselor ketika menyusun program layanan bimbingan dan konseling. Penelitian ini menggunakan metode survei. Subyek penelitian berjumlah 90 peserta didik kelas X pada salah satu SMA swasta Katolik di Malang. Hasil analisis data dalam penelitian ini didapati bahwa persentase dimensi beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia diperoleh sebesar 80.56%, dimensi berkebhinekaan global diperoleh sebesar 72.83%, dimensi bergotong-royong diperoleh sebesar 81.61%, dimensi mandiri diperoleh sebesar 83.78%, dimensi bernalar kritis diperoleh sebesar 81.50%, dan dimensi kreatif diperoleh sebesar 77.67%. Hasil Penelitian ini dapat dijadikan acuan konselor untuk merancang program layanan bimbingan dan konseling di sekolah agar dapat meningkatkan atau mempertahankan nilai-nilai yang dirasa dapat membantu memperkuat dimensi dalam profil pelajar Pancasila, seperti melakukan kolaborasi dengan guru mata pelajaran, melaksanakan bimbingan kelompok, penggunaan permainan tradisional, art therapy, serta berbagai teknik dalam konseling.

Kata kunci: Bimbingan dan konseling, kurikulum Merdeka, pelajar Pancasila

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INTRODUCTION

Education is perceived by society as a subject that is subject to change and will determine the future standard of living (Gemnafle & Batlolona, 2021). Essentially, education is designed to equip students with a higher understanding of knowledge, behavior, and character (Mualif et al., 2022; Nasir et al., 2024). Additionally, education will facilitate the adaptation of individuals to the accelerated advancements of the era in the context of

globalization (Syauqi et al., 2024; Vhalery et al., 2022). The results of the education process cannot be achieved quickly, as education is a long-term investment that begins within the family scope, school environment, and its application in community life (Aprima & Sari, 2022; Silahooy et al., 2024).

Curriculum development is one of the several educational development processes that Indonesia has seen (Fitriyanti et al., 2021; Nasir et al., 2023). Curriculum changes are inevitable and will continue to undergo revisions as efforts to improve upon the implementation of previous curricula (Ernawati & Rahmawati, 2022). The Merdeka curriculum, which is presently being implemented in Indonesian education, is a curriculum that emphasizes character-based teaching and student development (Sari & Puspita, 2019). The Merdeka curriculum is an enhancement of the 2013 curriculum. Its implementation is contingent upon the application of the Pancasila student profile in order to cultivate a personality for each student that is consistent with the Pancasila principles (Prihantini & Khoirunnisa, 2023; Ernawati & Rahmawati, 2022). The Pancasila student profile is one of the implementations of concepts found in the Merdeka curriculum to help students understand character values (Prihantini & Khoirunnisa, 2023; Purnawanto, 2022).

Character education is an effort and process of teaching, developing, and instilling character values in students so that they are able to apply them in their relationship with God Almighty, to themselves, and for the benefit of the nation and country (Sari & Puspita, 2019). Character education in Indonesia is expected to be implemented and pursued optimally so that the character values present in society can become valuable knowledge for building the next generation of the nation (Gunawan & Suniasih, 2022). The Pancasila student profile plays a significant role in education, especially when it comes to character development while the Merdeka curriculum is being implemented (Nurasiah et al., 2022).

One strategy for enhancing character education for students is the Pancasila student profile initiative, which aims to produce graduates who embody the principles of Pancasila in their everyday activities (Lidinillah et al., 2021). By implementing the Pancasila student profile, it is anticipated that the quality of formal education in Indonesia will enhance, with a focus on character formation in practice (Rusnaini et al., 2021). The Ministry of Education has implemented the Pancasila student profile, which consists of six dimensions: being faithful and devoted to God Almighty and possessing noble character, independence, global diversity, mutual cooperation, critical thinking, and creativity (Sari et al., 2022). The educational paradigm in the Merdeka curriculum has been designed according to the principles of learning based on the needs and developmental stages of students (Ernawati & Rahmawati, 2022).

One of the private Catholic high schools in Malang implemented the Merdeka curriculum in the 2022/2023 academic year, as discovered by researchers during an interview with the school counselor. The school counselor clarified that adopting the Merdeka curriculum is still quite recent, so there is not yet a guidance and counseling program specifically related to developing the six dimensions of the Pancasila student profile. Its integration into teaching and learning activities can effectively provide student character education that applies to all learning processes (Hasudungan and Abidin, 2020).

Provision of guidance and counseling services within schools as part of the Merdeka curriculum become important for identifying how well students have implemented the Pancasila student profile in their daily lives (Cahyono, 2022). One of the challenges faced by

counselors in developing guidance and counseling programs within the Merdeka curriculum is adapting the delivery of services to students in accordance with the demands outlined in the Pancasila student profile program (Fauziah et al., 2022)

The phenomenon observed in schools is the absence of a specific guidance and counseling program that develops the six dimensions during the execution of the Pancasila student profile. Hence, the objective of this study is to provide a percentage-based examination of the six aspects the Pancasila student profile, which will assist counselors in developing guidance and counseling programs at the school.

METHOD

This study is a survey research, chosen to describe the percentage levels of the six of the Pancasila student profile. The research involves three procedures: firstly, distributing research instruments regarding to the dimensions of the Pancasila student profile; secondly, collecting the research instruments distributed using Google forms; thirdly, conducting data analysis using descriptive statistics to ascertain the levels of the Pancasila student profile dimensions.

The research respondents consisted of 90 tenth-grade students. The research instrument comprised 30 items adapted from Gunawan & Suniasih (2022) study. The options for answers are very suitable (VS), suitable (S), not suitable (NS), and very unsuitable (VUS) available. The level of students' needs for the dimensions of the Pancasila student profile is determined by the scoring results of the research instrument provided to the students as a percentage. The decision-making process relies on the utilization of a 5-point scale to translate achievement levels by Agung (2018).

Table 1. Achievement level and qualification using a 5-point scale

Qualification	Achievement Level
Very Poor	0% - 54%
Poor	55% - 64%
Fair	65% - 74%
Good	75% - 89%
Very good	90% - 100%

Table 2. Blueprint of the Pancasila student profile instrument

Variable	Aspect	Indicator
Pancasila student profile	Being faithful and devoted to God	- Morality in religion - Personal morality
	almighty and possessing noble character	- Morality towards fellow humans - Morality towards the environment - Morality in governance
	Global diversity	- Understanding and appreciating culture - Intercultural communication skills - Reflection and responsibility related to diversity experiences

Mutual cooperation	- Collaboration with others - Concern for others - Sharing with others
Independence	- Self-awareness - Self-regulation
Critical thinking	- Acquiring & processing information - Analyzing & evaluating reasoning - Reflecting on thoughts & thinking processes - Decision-making - Creating original ideas
Creativity	- Creating original works & behaviors

The data analysis technique employed is percentage analysis. Quantitative data collected via Google Forms on each dimension of the Pancasila student profile are examined using the percentage calculation as follows:

$$P = \frac{F}{N} \times 100\%$$

RESULTS AND DISCUSSION

This research aims to determine the levels of the six dimensions of the Pancasila student profile present in one of the private Catholic high schools in Malang, as well as its implications for guidance and counseling programs. Based on the analysis of research instruments conducted at one of the private Catholic high schools in Malang regarding the Pancasila student profile with its six dimensions. The research results show that each dimension produces different results percentages. Table 3 presents the findings of examining the six dimensions of the Pancasila student profile instrument.

Table 3. Analysis results of the Pancasila student profile dimension

Aspect	Percentage	Qualification
Being faithful and devoted to God Almighty and possessing noble character	80.56%	Good
Global diversity	72.83%	Fair
Mutual cooperation	81.61%	Good
Independence	83.78%	Good
Critical thinking	81.50%	Good
Creativity	77.67%	Fair

The data analysis for the six dimensions (Tabel 3) at one of the private Catholic high schools in Malang are as follows: (1) The dimension of faith, devotion to God Almighty, and noble character obtained a percentage score of 80.56%, which qualifies as good. (2) The dimension of global diversity obtained a percentage score of 72.83%, which qualifies as fair. (3) The dimension of mutual cooperation obtained a percentage score of 81.61%, which qualifies as good. (4) The dimension of independence obtained a percentage score of

83.78%, which qualifies as good. (5) The dimension of critical thinking obtained a percentage score of 81.50%, which qualifies as good. (6) The dimension of creativity obtained a percentage score of 77.67%, which qualifies as fair. The analysis concludes that four dimensions are rated as good and two dimensions are rated as fair in the implementation of the Pancasila student profile at the mentioned school.

The dimension of faith, devotion to God Almighty, and noble character at one of the private Catholic high schools in Malang obtained a percentage score of 80.56%, which qualifies as good. The religious experiences of students at the school are consistently developed through spiritual activities that are mandatory for students from grades 10 to 12. Additionally, in the execution of educational instruction and academic engagement, there is always a priority placed on fostering religious character by implementing student self-development initiatives. Regular religious events are a key aspect in promoting the application of religious character formation for pupils, as well as support from parents, school community members, and supportive facilities (Fauziah & Munastiwi, 2019). The principles of Pancasila are closely linked to Indonesia's ethical and cultural standards. Therefore, Pancasila-based education can strengthen the students' religious character (Nurgiansah, 2022). The function of guiding and counseling in educational institutions in helping to maintain the religious values of students can be through collaborating with teachers of religious subjects (Mulyani, 2017).

The second dimension, global diversity, obtained a percentage score of 72.83%, which qualifies as fair. In this aspect, the analysis of the instrument results at one of the private Catholic high schools in Malang indicates that the percentage for global diversity is among the lowest among all dimensions of the profile of Pancasila student. Although according to the theory of converting achievement levels using a 5-point scale by Agung (2018), it qualifies as fair, global diversity in the school received the lowest number among the six dimensions, with a score of 72.83%. These results can still be improved through guidance and counseling programs. The aspects covered in the dimension of global diversity include intercultural communication skills, understanding and appreciating cultures, as well as reflection and responsibility toward diverse experiences (Rahayu et al., 2023). Several factors that influence global diversity within students include the level of social structure present in the surrounding community (Palili, 2018). Aligned with Ai Guo Han's theory, creating strong social structures and social psychology among community environments facilitates achieving harmony within society and oneself (Han, 2008).

The phenomenon observed in the school is the absence of guidance and counseling programs to help foster global diversity within students. Guidance and counseling programs that could be developed to cultivate global diversity among students include the development of programs based on approaches in economics, socio-cultural aspects, religious values, and cultural-based character values (Irawati et al., 2022). Providing group guidance services with a cultural approach or traditional games can also help students increase cultural awareness (Pabbajah et al., 2022). The goal of developing guidance and counseling programs, particularly regarding global diversity, is to enhance students' tolerance, thereby preventing conflicts related to cultural backgrounds. Cultural conflicts often arise from a lack of balance between cognitive values and universal values (Schubert, 2002).

The third dimension, mutual cooperation, obtained a percentage score of 81.61%, which qualifies as good. The spirit of mutual cooperation among tenth-grade students at one of the private Catholic high schools in Malang can be fostered through mandatory extracurricular activities such as scouting. Scouting extracurricular activities help students learn about each other's characters. Additionally, scouting provides a platform for students to develop their potential and have a positive impact on building their own character (Annisa et al., 2021). The role of counselors in helping to uphold the spirit of mutual cooperation among students is by creating guidance and counseling programs that integrate traditional games (Wigati & Nugraha, 2021). Various games such as "gobak sodor" and "bakiak" have been proven to help students develop their spirit of mutual cooperation because they are part of the personal-social service area in guidance and counseling (Hasanah & Prasetiawan, 2021). Students will be more engaged in guidance and counseling services due to counselors' development of guidance and counseling programs based on traditional games (Kusumawati, 2022). Furthermore, providing services using sociodrama techniques can also be done to develop the dimension of mutual cooperation. Through sociodrama, students will learn about social issues that occur, thus enhancing their sense of mutual cooperation (Nafilasari et al., 2023; Sofa et al., 2024).

The fourth dimension, independence, obtained a percentage score of 83.78%, which qualifies as good. One recommended strategy in guidance and counseling services to develop independent personality traits in students is to use group guidance with simulation game techniques (Istiqomah et al., 2023). Simulation games are a technique that can be used in conducting group learning to help develop the elements of the independence dimension in the Pancasila student profile (Amelia S et al., 2022). Promotional media options to the application of the Pancasila student profile is the application of traditional games (Wigati & Nugraha, 2021). Because traditional games have beneficial values for the motor and psychological development of children (Fernando, 2020)

The fifth dimension, critical thinking, obtained a percentage score of 81.50%, which qualifies as good. Several elements that impact students' critical thinking abilities include their intellectual growth, motivation, and psychological learning factors such as anxiety. Additionally, physiological factors like physical circumstances, learning independence, and interaction factors all play a role (Cahyadi et al., 2022). One program that counselors can design to maintain the dimension of critical thinking in the application of the Pancasila student profile is to create guidance topics covering personal, social, learning, and career fields using brainstorming methods (Fatmawati, 2022). Brainstorming is a method used to support creative ideas from each group member and to present ideas in a structured and systematic manner without criticism (Ramadhani, 2020).

The sixth dimension, creativity, obtained a percentage score of 77.67%, which qualifies as fair. This result can still be improved through guidance and counseling programs at one of the private Catholic high schools in Malang. One program that counselors can implement in the school to enhance the creative dimension is using art therapy incorporated into guidance and counseling activities. Art therapy is claimed to be a form of therapy that utilizes human potential to become more creative through the process of creating artwork (Malchiodi, 2011). Art therapy utilizes play-based techniques in its application, making it highly suitable for use in the field of education (Sholihah, 2017). The use of art therapy can help students develop their creativity and assist counselors in

analyzing whether students are facing issues or not. Therefore, art therapy can be incorporated into guidance and counseling sessions (Nurbaiti, 2019).

Various methods in guidance and counseling services can be implemented to facilitate the effective execution of the Pancasila student profile at educational institutions. Counselors can collaborate with subject teachers, conduct group guidance, utilize traditional games, art therapy, and various counseling techniques. This ensures that the implementation of the service programs aligns with the demands of the Pancasila student profile program.

CONCLUSION

Based on an analysis of the dimensions of the Pancasila student profile at one of the private Catholic high schools in Malang, the following results were obtained (1) The dimensions of faith, devotion to God and noble morals obtained 80.56%. (2) The second dimension, global diversity obtained 72.83%. (3) The third dimension, namely mutual cooperation, obtained 81.61%. (4) The fourth dimension, namely independence, obtained 83.78%. (5) The fifth dimension, namely critical thinking, obtained 81.50%. (6) the sixth dimension, the creative dimension obtained 77.67%. The dimensions that meet the requirements of fairness are global diversity and creativity. This research can be a reference for counselors to design guidance and counseling programs in schools to both improve and maintain values that strengthen the dimensions of the Pancasila student profile.

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