



Theoretical Analysis of Pancasila Student Character and Implications for Counseling Guidance

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ABSTRACT

Character education is cultural wisdom from the diversity of values and social life to build a nation's civilization. To achieve this goal, the education system develops three subsystems, namely administration, education, and student assistance or coaching. Orientation and advice areas fall under student support or training areas. Increasing character education can be achieved through the provision of knowledge, teaching or training. Ensure the achievement of educational goals in the management of education, especially in strengthening student character education. The purpose of this article is to identify the reasons for the publication of the Pancasila student character program and to analyze the Pancasila character program and its implications for guidance and counseling services. The development of the era, especially in the field of technology, eliminates or shifts the culture and Pancasila values that characterize Indonesian society. The Pancasila character program aims to restore Pancasila values. Guidance and counseling services are one of the supports for the achievement of the Pancasila character program which focuses on the basic service components in achieving the six indicators of Pancasila character.

Keywords: Pancasila Character, Guidance And Counseling, Indonesian Culture

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INTRODUCTION

Character building for the younger generation is important because the existence of a nation is reflected in the character of the nation's next generation. A nation that has

strong character is able to make itself a dignified and respected nation by other nations. This character building is guided by Pancasila as the legal basis and ideology of the Indonesian nation. Pancasila is a reflection of the noble values of the Indonesian nation, which are essentially the values of interaction in human life in society, nation and state (Susanti et al., 2020).

One form of implementation of the Pancasila student profile is students who always practice Pancasila values such as piety to God Almighty by carrying out worship according to their religion. The teacher as the spearhead of implementing learning has a major role in guiding and focusing students. The mentoring process that the teacher tries is not only about intellectuality, but also about strengthening personality learning, one that is in the spotlight in the world of learning and especially teachers are a model in improving student morale and morals (Kahfi, 2022).

It is undeniable that today's Indonesian people, especially teenagers, are faced with the problem of moral decline. This problem seems to complement existing problems, such as weak law enforcement, widespread corruption, collusion and nepotism. Even today's political ethics among government officials and state administrators are very disappointing to the people. Breaking promises so as not to ignore the voice of the people is common for state officials, from the central to the regional levels (Juliardi, 2015).

Education should ideally be able to deliver individuals to a higher level of understanding, behavior and character. Not only that, even education must also be able to maintain and maintain the philosophy and ideology of the nation so that the nation does not falter with a culture that is not in line with the ideals of the Indonesian nation. The profile of Pancasila students in the driving teacher program is one of the efforts to be able to deliver students to a level of understanding, behavior, character based on Pancasila values so that Pancasila remains upright and becomes an ideology understood and implemented by students today (Kurniawaty et al., 2022)

When a counselor has been designated as a professional educator on the basis of this provision, there are various consequences that must be accepted and implemented, starting from the competency requirements that must be met, especially those related to the minimum educational qualifications of having a bachelor's degree (S1) in the field of guidance and counseling from universities. accredited by a valid accreditation agency. Recognition of the legality of mastery of competencies required by educational institutions (LPTK) or authorized institutions appointed by the government (Putra & Shofiria, 2019).

The purpose of guidance and counseling services is to try to help counselees to be able to: (1) plan study completion activities, career development and life in the future; (2) optimally develop all potential and strength; (3) adjust to the educational environment, community environment and work environment; (4) overcoming obstacles and difficulties encountered in studies, adjustments to the educational environment, society, and work environment (Rahman et al., 2021). Improving the quality of education services must continue to be pursued in an integrated and sustainable manner,

including through school and madrasa reform with a new vision of dignified school counselors. School and madrasah reforms should provide quality education in order to facilitate the optimal development of students (Ardimen, 2018b).

RESEARCH METHODOLOGY

This study uses a qualitative approach with the method of literature study. Literature research methods are a set of activities related to how library materials are collected, read and recorded, and processed for research (Asmita & Irman, 2022). The data collection technique used was documentation study and text analysis in order to find information or data about the Pancasila character and its implications for guidance and counseling. Data sources consist of reference books on Pancasila character, reference books on guidance and counseling, research journals on Pancasila character, research journals on guidance and counseling, research reports, and articles on Pancasila character and counseling guidance in proceedings seminar results. The collected data were analyzed using content analysis techniques and described descriptively. Furthermore, the researcher provides a complete explanation of the problems discussed systematically to serve as a reference for BK teachers or counselors in carrying out the Pancasila character building program.

RESULT AND DISCUSSION

The profile of Pancasila students is in accordance with the vision and mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, that Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God almighty, and noble character, global diversity, mutual cooperation, independent, critical thinking, and creative (Rusnaini et al., 2021).

The Pancasila student profile is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God almighty, and have noble character, global diversity, mutual cooperation, independence, reason critical, and creative. The existence of this Pancasila student profile is expected to run smoothly and be well realized so as to produce Indonesian students who have noble character, have qualities that can compete nationally and globally, are able to work with anyone and anywhere, are independent in carrying out tasks, have critical reasoning, and have creative ideas to develop. Of course, to achieve these goals, there must also be cooperation from students throughout Indonesia. Indonesian students must have high motivation to move forward and develop into international quality students with the character of local cultural values (Kahfi, 2022).

The reason for holding this character habituation is the reflection that has been carried out at school by looking at the need for children's understanding of asmaul

husna and prayer readings, which experienced problems because during a pandemic learning activities experienced problems because a lot of learning was lost, especially children's prayer readings which could not be monitored properly. the lack of face-to-face contact is an obstacle for teachers to know and monitor students' worship activities, especially prayer services. The parental factor is also a separate reason because many parents work so that children's worship activities are neglected while at home. Collaboration with parents is needed because students when they are at school have limited time, good communication is woven together by each class teacher as the person in charge of the facilitator (Khoirillah et al., 2022).

The use of information technology in distance learning is certainly a challenge for early childhood education school teachers because they must be ready with technological developments. Apart from that, regional conditions must support the strength of the internet signal so that it can run smoothly and well in the distance learning process. This is homework for early childhood education school teachers who are in areas that are difficult to reach by internet networks, so they must be able to adapt to these changing times, as well as the demands for every teacher to be able to show creativity in using learning media (Setiana et al., 2021) .

Implementation of ideal guidance and counseling services is also faced with various obstacles and a number of serious obstacles. These various obstacles and constraints, such as: the objectives of guidance and counseling have not been achieved optimally, guidance and counseling are still problem oriented, the preparation of the program has not been based on needs assessment, the lack of support from school officials for the guidance and counseling program, the paradigm of collaboration between professions has not been understood in educational units and the lack of a positive response from students towards guidance and counseling services (Kurniawan, 2015). There are still many obstacles in guidance and counseling services that need to be resolved coupled with preparing technology-based counseling services in accordance with current developments.

The Pancasila student profile has six competencies which are formulated as key dimensions. The six are interrelated and mutually reinforcing so that efforts to realize a complete Pancasila Student Profile require the development of the six dimensions simultaneously, not partially. The six dimensions are (1) Faithful, devoted to God Almighty, and noble, (2) Independent, (3) Critical Reasoning, (4) Creative, (5) Mutual cooperation, and (6) Global diversity. They need to grow together so educators should not only focus on one or two dimensions. Ignoring one of them will hinder the development of other dimensions (Irawati et al., 2022).

School is an institution whose face and figure are very clear. In schools, guidance and counseling services are expected to grow and develop very well considering that schools are areas that potentially provide assistance or assistance to students who experience problems with mild to difficult levels, especially students who suffer from emotional disorders (Kurniati, 2018).

Furthermore, every time there is a feeling of doubt or pressure or anxiety, take a step back to look at the situation and adjust the response. Change the habit of thinking what is wrong to what is right. In many cases, too much thinking is caused by a single emotion, namely fear (Khoirillah et al., 2022). Someone will paralyze themselves when they are unable to direct the mind that spins back towards fear. Visualizing the new thought process helps to keep those right thoughts in the here and now. Diverting attention to happiness helps a person make various alternative thinking that is happiness, positivity and health, so that it can keep someone from over-analyzing (Dewajani & Karneli, 2020).

Digitalization is the result of the evolution of technology (especially information) which has changed almost all aspects of life, including the order in business (business) and education. Some say that disruption is a threat. However, many parties also say that the current condition is an opportunity. This era of disruption is a phenomenon when society shifts activities that were originally carried out in the real world, to switch to the virtual world. This phenomenon develops in changing patterns starting from the world of business, banking, transportation, social society and even influencing the world of education (Fikri, 2019).

Indonesian character education is the development of values in cultural education and national characteristics that are based on religion and Pancasila, because Indonesia is a religious nation. This Pancasila student profile is one of the government's efforts to internalize Pancasila values in society through education (Susilawati et al., 2021). As a result of the loss of Pancasila culture and values in people's lives, it is necessary to program a curriculum to socialize and re-implement the Pancasila culture and values.

The concept of moral values can be seen from appropriate or inappropriate, where this condition has developed very rapidly along with the increasingly advanced processes of information technology development and modern globalization. The current development of globalization is like the surface of an iceberg, only the tip of the mountain is visible, but underneath there is something much more complicated and bigger, more influential in various aspects of people's lives. Due to the influence of modernization and globalization, there has been a shift in behavior so that the boundaries of decency and morality, from what were previously inappropriate to normal actions, from what used to be impossible to justify, are now a reality (Setyoningsih, 2018).

Based on the explanation above, several important things can be understood, such as the role of the counseling teacher who is very necessary in overcoming students' inaccurate self-concepts and parental support which can affect students' low learning motivation. However, schools as educational institutions sometimes do not understand this (Kurniawan, 2015; Saragi et al., 2016). Then the phenomenon that we can find in the form of wrong characters is inappropriate and unethical communication. This indicates that in communicating students can be accepted by others, because the success of communication is largely influenced by emotional intelligence. With emotional intelligence, individuals will be able to control their own emotions and try to protect the

feelings of others. Long enough emotional tension will cause a person to stutter. Someone who stutters will easily communicate when he is calm, but when faced with a situation that causes confusion, he will show confusion (Sahputra et al., 2016).

Educational activities in schools, until now, are still the central vehicle in dealing with various forms of juvenile delinquency that occur. Therefore everything that happens in the environment outside the school, always takes the benchmark of school education and learning activities. This is quite realized by teachers and managers of educational institutions, and those who make various efforts to anticipate and minimize cases that occur due to student delinquency through the application of moral, religious, social norms learning rules and motivating students to behave better (Nisa, 2019).

One indicator of students who have Pancasila character is being independent in various fields, especially learning. An independent learner will have high learning motivation. motivation to learn can also be caused by external stimuli such as family, parents and teachers. Students who have motivation to learn will carry out activities that are beneficial to the learning process. This will be seen in the behavior of students in the form of preparing themselves well before studying at school, such as preparing lesson materials to be studied at school, reading textbooks, making study assignments, coming to school on time, diligently making assignments, being responsible for assignments, participate in learning activities properly such as listening and paying attention to the teacher explaining lessons, and doing assignments given by the teacher (Harahap, 2017).

In line with the Ministry of Education and Culture's policy on independent learning, counseling teachers need to immediately respond and play a role in the successful implementation of the program. Efforts to respond and immediately take on this role are important to do so that the performance expectations of counseling teachers are increasingly recognized as equal to other more stable professions (Nursalim, 2022). To be able to play a better role, the counseling teacher needs to understand in more detail and depth the various regulatory bases, the nature of independent learning and the guidelines for implementing the independent learning program. Then jointly formulate the role that can be carried out by the counseling teacher (Ramdani et al., 2020).

According to Nursalim (2022) to be able to play a better role, counseling teachers need to understand in more detail and depth the various regulatory bases, the nature of independent learning and instructions for implementing the independent learning program. Furthermore, jointly formulate roles that can be carried out by BK teachers. When summarized, the role of the guidance counselor according to these experts is as an agent of change, as a prevention agent, as a career developer, as a counselor, as a consultant, as a coordinator, as an assessor. According to Ardimen, (2018a) explains that counselors who have good interpersonal skills and have sincerity in helping others can produce effective counseling services.

The roles that have been formulated by these experts can be carried out by the counseling teacher in the successful implementation of the independent learning program. Below are identified various roles and activities that can be carried out by BK

teachers in the success of activities in the independent learning program. First, in the zoning PPDB system policy, various problems will arise, among these problems that can be assisted by the counseling teacher are that there are students who are not accommodated by the zoning system, students are not accepted at any school because the location of residence is far from school (Ardi et al. , 2012). Good cooperation, strong commitment, sincerity and real implementation from all parties are needed so that strengthening the character education of Pancasila student profiles can be embedded in students (Falaq, 2022). According to Ardimen, (2017) explains that counselors as professional educators as providers of expert services in the field of counseling must always direct themselves and their services to be better and professional. Professional counseling services are counselor services that are able to bring better changes to the counselee.

CONCLUSION

The six indicators of Pancasila character are (1) Faith, piety to God Almighty, and noble character, (2) Independent, (3) Critical Reasoning, (4) Creative, (5) Collaborative, and (6) Global Diversity . Students or individuals are said to have Pancasila character if the six indicators already exist in students. However, these indicators began to disappear with the rapid development of technology so that it shifted the values that existed in a nation, especially the Indonesian people, which made Pancasila the character of the Indonesian nation. This apprehensive condition encouraged the government to implement the Pancasila character program to socialize, teach and re-instill Pancasila values in everyday life. To accelerate the achievement of the Pancasila character program objectives, the support of various parties is needed. One of them is counseling guidance service support with service components namely basic services, specialization services and individual planning, responsive services, and system support services.

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