
The Role of Guidance and Counseling Teachers in the Implementation of Independent Curriculum in Indonesia

Ocen Offando ^{1*}, Firman², Mohd Suhadi Bin Mohammad Sidik ³

^{1*,2} Faculty of Education, Universitas Negeri Padang, West Sumatra, Indonesia

³Sultan Abdul Halim Mu'adzam Shah International Islamic University, Malaysia
ocenapando07@gmail.com , firman@fip.unp.ac.id , suhadisidik@unishams.edu.my

DOI: <https://doi.org/10.21107/Widyagogik/v11i1.24152>

Received October 19, 2023; November 21, 2023; Accepted December 07, 2023

Abstract

This article explores the key role played by guidance and counseling teachers in the implementation of Merdeka Curriculum in Indonesia. Merdeka Curriculum is a recent educational innovation that emphasizes the development of life skills, creativity and independent thinking. This research outlines the role of guidance and counseling teachers in providing psychosocial support to students, helping them identify interests and talents, and providing career guidance in accordance with the demands of the Merdeka Curriculum. The method of writing the article refers to literature reviews such as books and the results of relevant articles. The findings in this study reveal that the implementation of the independent learning curriculum serves as a relevant and appropriate guide, requiring counseling teachers as the main implementers to ensure its efficiency.

Keywords – Role of Guidance Counseling; Teacher; Independent Curriculum



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

The counseling teacher is the person in charge of the school counseling program, which functions as a guide to achieve optimal student self-development. BK teachers are school counselors or male / female experts who have received special education in the field of BK at universities and give all their time to carry out services to students (Winkel, 2013). Guidance and counseling is an important component in the education system carried out by a counseling teacher/counselor (Syukur, Neviyarni, & Zahir, 2019).

Optimizing the role of guidance and counseling teachers continues to experience challenges in the era of revolution 4.0 towards society 5.0 (Fadli, Mudjiran, Ildil, & Amalianita. 2019). The existence of counseling teachers is an important element in schools to assist students in achieving their development (Firman, 2018). As an implementer of guidance and counseling services, it provides personal, social, learning, and career guidance services. This can be related to supporting the independent learning program as a form of succeeding in the latest curriculum which can produce adaptive, flexible, and altruistic graduate students in order to compete in the global world of work market (Suriadi, Firman, & Ahmad, 2021).

The implementation of counseling services requires transformation and policies for independent learning programs. BK teachers must have creativity, and innovations that support the implementation of counseling. BK teachers need to improve digital literacy skills to adapt to students who are born and develop in the digital world. The emergence of lifestyles, addiction to online games, cyberbullying, the decline in morals and ethics due to globalization that eliminates age limits, locations, and so on. So that BK teachers can transform to have multicultural counseling skills.

Guidance and counseling teachers need readiness to achieve professionalism in dealing with the independent learning curriculum so that implementation is well achieved and right on target for students. so it is necessary to clearly formulate the role of guidance and counseling teachers in the successful

implementation of the independent learning curriculum. The formulation of this role is very important in an effort to increase the existence of counseling teachers and appreciation from other parties, besides that the formulation of this role will have a constructive impact on improving the performance of counseling teachers. To be able to understand more deeply the various regulatory foundations, the nature of independent learning, and the instructions for implementing the independent learning program. From this perspective, it means that the counselor's ability to manage his role in line with the independent learning policy is very important. Therefore, the ability to organize oneself in the context of carrying out professional duties is very necessary. This paper will discuss the roles that counseling teachers can play in the implementation of the independent learning curriculum.

This article discusses the role of guidance and counseling teachers in the implementation of the independent learning curriculum. This research uses the literature study method. Secondary data sources are obtained through research journal articles and books relevant to the research objectives, while primary data sources are from the researchers themselves. Data collection techniques by collecting and categorizing data sources and then presenting them in the discussion.

2. Method

This research method uses library research by using studies related to various existing writings, in the form of books, journals, articles, and other relevant sources. For the stages, namely collecting various sources, then reading, and reviewing existing sources then noting related to the core that is still relevant to be used as a conclusion and then poured into writing. So it can be concluded that the type of data used is descriptive qualitative. Data in the form of qualitative descriptive is data used to study the relationship between attitudes, activities, views, and ongoing processes towards a phenomenon and attempts to describe objects or subjects according to reality (Hamzah, 2021).

3. Result and Discussion

Merdeka Belajar is a new policy program from the Indonesian Ministry of Education and Culture initiated by the Minister of Education and Culture Nadiem Makarim. The transformation of education through the independent learning policy is one of the steps to realize Indonesia's superior human resources who have the Pancasila Student Profile. The concept of independent learning is in line with the ideals of Ki Hajar Dewantara which focuses on the freedom to learn creatively and independently, thus encouraging the creation of an independent soul character. This is because students and teachers can explore knowledge from their surroundings (Vhalery, 2022).

An independent curriculum is needed because various national and international studies show that Indonesia has been experiencing a learning crisis for a long time. These studies show that many Indonesian children are unable to understand simple reading or apply basic math concepts. The findings also show steep educational disparities across regions and social groups in Indonesia. To overcome these crises and challenges, we need systemic changes, one of which is through the curriculum (Anggraini, 2022). In order to accelerate the development of an independent curriculum in education units, the role of teachers as learning leaders is very important and needs to be optimized. A teacher must be able to adapt and be able to utilize technology (cholilah, 2023).

School counseling teachers are expected to be able to direct students to think critically, analytically in solving the problems they face. Guidance and counseling services are educational services that essentially help the optimal development of students. School counseling teachers in carrying out their duties, require the readiness of various strategies and approaches to carry out guidance and counseling services oriented towards higher order thinking skills (Firman, 2019).

Guidance and counseling teachers in implementing an independent curriculum are a challenge that requires guidance and counseling teachers to provide services in accordance with the demands of the independent learning

program. Guidance and counseling teachers have a role in providing counseling / consultation therapy services, coordinators, consultants, change agents, assessors, career developers, and change agents. Shertzer & Stone, (1981); Barruthidan Robinson (1987); Gibson & Mitchell (2011); Nursalim (2015) has identified various main roles of guidance and counseling teachers, namely:

1. Counselor as a counselor

Counselors who have a stable personality will be very aware of their profession, which must be supported by personal, academic, social and professional competencies. The effectiveness of counseling is largely determined by the personal qualities of the counselor. Effective counseling depends on the quality of the relationship between the client and the counselor. The importance of the quality of the counselor's relationship with the client is shown through the counselor's ability to congruence, empathy, unconditional positive regard, and respect for the client.

2. The counselor as a consultant

School counselors as consultants for students In the process of student learning, every teacher has the desire that all students can obtain good and satisfying learning outcomes. These expectations often run aground and cannot be realized, because many students are not as expected. Counselors as consultants can help students who experience various kinds of difficulties in learning.

3. Counselors as agents of change

Counselors are referred to as pioneers in Character Education in Schools because counselors specifically have the task of helping students develop social care and mental health issues, thus school counselors must be very familiar with character education programs, school counselors are either directly or indirectly obliged to organize service programs that are nuanced with character education values.

4. Counselor as a primary prevention agent

As the main preventive agent, the counselor's role is emphasized as an agent to prevent wrong development and prevent problems. The counselor's role as a preventive agent can be done through various anticipatory activities, at least preventive efforts. For example, counseling guidance acts as information, training, placement and channeling services.

5. Counselor as a Coordinator

Para konselor sekolah memiliki tanggung jawab untuk mengkoordinasikan berbagai macam kegiatan bimbingan dengan kegiatan-kegiatan sekolah lainnya. Para konselor sekolah di sekolah juga diperlukan untuk mengkoordinasikan kontribusi dari para profesional lain yang terlibat dalam pengelolaan pendidikan seperti psikologi, pekerjasosial, dan sebagainya.

6. Counselor as an Orientation Agent

School counselors also have the role of orientation agents. As facilitators of human development, school counsellors need to recognize the importance of orienting students about (to) the purpose of school and the school environment. As orientation agents to bring the child's initial educational experience is (to be) a positive experience for the child.

7. Counselor as Assessor.

School counselors also have a role as assessors, which is to assess students based on test and non-test data. The measurement data needs to be interpreted in order to gain an accurate understanding of students and their potentials, the impact of culture on student development, and the influence of other environmental factors on student behavior.

8. Counselor as Career Developer.

Another important role for school counselors is as career developers. The importance of school education as a foundation for children's later decision-making underscores the importance of paying attention to children's career development. Counselors can make an important contribution as

coordinators and consultants in developing integrated, continuous and ongoing career education programs.

The implementation of the independent learning curriculum needs to implement policies and learning strategies that hone high order thinking skills (HOTS). Guidance and counseling teachers can adjust the curriculum to the independent learning program in realizing a fun, creative, and innovative learning process. The independent learning curriculum policy that intersects with the role of guidance and counseling teachers, namely:

1. Counseling service strategies in Minimum Competency Assessment

The role of counseling teachers in assessing minimum competence is to provide assessment by providing test or non-test assessments of students regarding the needs, conditions, and problems of counselees as material for compiling guidance and counseling programs and providing intervention services with data support.

2. Strategies for strengthening character education

The role of counseling teachers in strengthening character education strategies can be carried out with classical format services, group format services, individual format services, field format services, and remote format services. BK teachers can provide services in emotional, social and moral aspects.

3. One-page counseling strategy

RPL BK is not specified the same as the lesson plans made by the subject teachers. BK teachers can use the RPL BK with only one sheet according to the needs and creations of the BK teacher.

4. Information Computer and Technology Competency Improvement Strategy

The role of counseling teachers must continue to develop abilities and skills based on technology, information, and communication in supporting the implementation of guidance and counseling. Online/cybercounseling is one of

them, teachers and students can consult without having to meet in person and can be done regardless of distance.

Merdeka Belajar has a concept that is in line with the concept of live long education (lifelong education) which emphasizes that education must adapt to the times. The concept promoted by the Minister of Education Nadiem Makarim who strives for Indonesian education is not left behind in other countries. In addition, the personality/character aspect is a concern in the concept of independent learning. Character building in the 21st century is very important to balance between intelligence and character. Because educating humans only to think with reason without being accompanied by moral and character education. The Independent Campus Program facilitates prospective counselors to be ready in theory and practice to meet the dynamic needs in the world of education. In addition, the character performance aspect is a concern developed in the concept of independent learning.

4. Conclusion

The results of the discussion above can be concluded that in the implementation of independent learning, the counseling teacher can optimize his role as an agent of change, as a prevention agent, as a counselor / therapist, as a consultant, as a coordinator, as an assessor and as a career developer. The important role of counseling teachers in implementing services using a variety of creative and innovative strategies and techniques meets the demands of students' personal, social, learning, and career aspects. The implementation of the independent campus curriculum facilitates that counseling teachers are ready in theory and practice which prioritizes character / attitude aspects so that students can develop optimally.

References

- Anggraini, D. L., Yulianti, M., Nurfaizah, S., & Pandiangan, A. P. B. (2022). Peran guru dalam mengembangkan kurikulum merdeka. *Jurnal Ilmu Pendidikan dan Sosial, 1(3)*, 290-298.
- Baruth, L. G., & Robinson, M. L. (2016). *Multicultural counseling and psychotherapy: A lifespan approach*. Routledge.
- Cholilah, M., Tatuwo, A. G. P., Rosdiana, S. P., & Fatirul, A. N. (2023). Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21. *Sanskara Pendidikan dan Pengajaran, 1(02)*, 56-67.
- Fadli, R. P., Mudjiran, M., Ildil, I., & Amalianita, B. (2019). Peluang dan tantangan bimbingan karir di sekolah menengah kejuruan pada era revolusi industri 4.0. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia, 5(2)*, 102-108
- Firman, F. (2018). *Pengaruh Layanan Bimbingan Kelompok Terhadap Perencanaan Arah Karier Siswa SMA Pembangunan Laboratorium Universitas Negeri Padang*. <https://osf.io/preprints/inarxiv/wqxun/>
- Firman, F. (2019). *Strategi Dan Pendekatan Pelaksanaan Bimbingan Konseling Di Sekolah Untuk Menghadapi Revolusi Industri 4.0*.
- Gibson, R. L., & Mitchell, M. H. (2011). *Guidance and Counseling*. Yogyakarta: Pustaka Pelajar
- Hendri, N. (2020). Merdeka Belajar; Antara Retorika dan Aplikasi. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan, 8(1)*, 1-29.
- Hamzah, A. (2021). *Penelitian Berbasis Proyek Metode Kuantitatif, Kualitatif dan R & D Kajian Teoritik & Contoh-contoh Penerapannya*. CV Literasi Nusantara Abad
- Nursalim, M. (2015). *Pengembangan Profesi Bimbingan dan Konseling*. Jakarta: Erlangga
- Shertzer & Stone. (1981). Development and evaluation of an inventory for rating counseling. *The Personnel and Guidance Journal, 44(3)*, 267-276.
- Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis Problema Pembelajaran Daring Terhadap Pendidikan Karakter Peserta Didik. *Edukatif: Jurnal Ilmu Pendidikan, 3(1)*, 165-17

Syukur, Y., Neviyarni, & Zahri, N. T. (2019). *Bimbingan Konseling Di Sekolah*. Malang: CV. IRDH.

Tohir, M. (2020). *Buku Panduan Merdeka Belajar-Kampus Merdeka*

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>

Winkel. (2013). *Bimbingan dan Konseling di Sekolah Menengah*,. Jakarta: Grasindo.