



Implementation of Inspirative Models of Guidance and Counseling Services Curriculum Independent at Inspiring School

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ABSTRACT

This study aims to determine the implementation of an inspirational model for Guidance and Counseling services in one of the Inspiring Schools, namely SMP Negeri 16 Banjarmasin. The research method uses descriptive qualitative. Data collection techniques using interviews, observation, and documentation. The research subjects included school principals as the Inspiring School program implementers, Grade 7 Guidance, Counseling teachers as independent curriculum implementers, and two learning committee teachers. Data were analyzed through three stages: data reduction, presentation, and conclusion. The study results show that implementing Guidance and Counseling using the Inspirational BK service model shows that the collaboration between Guidance and Counseling teachers and subject teachers is more intensive when implementing the independent curriculum. Guidance and Counseling service values refer to the profile of Pancasila students. Therefore, guidance and counseling teachers are also involved in planning and implementing projects to strengthen Pancasila student profiles. However, the teacher's understanding of the achievements of Guidance and Counseling services in phase D needs to be further strengthened. Barriers experienced due to teacher training in the implementation of inspirational service models are still limited, so Guidance and Counseling teachers try to independently develop the implementation of inspirational guidance and counseling service models. References to implementing Guidance and Counseling services in the independent curriculum in Inspiring schools from independent teaching platforms and other sources are also limited.

INTRODUCTION

The PISA score data shows that the State of Indonesia has not experienced a significant increase in the last 15 years. Indonesia's literacy and numeracy capabilities are still below the minimum competency (OECD, 2019). This condition was exacerbated during the 2020 pandemic, reducing learning progress or loss (Reimers, 2022). Therefore, the Ministry of Education, Culture, Research, and

Technology launched the Inspiring School Program, a catalyst for realizing Indonesia's vision of education reform. The Inspiring School Program is a program that aims to improve the quality of student learning, which consists of five types of interventions to accelerate schools moving 1-2 more advanced stages within three academic years. The five types of intervention in Inspiring schools are as follows; 1) consultative and asymmetric assistance, 2) strengthening school resources, 3) learning with a new paradigm, 4) data-based planning, 5) digitizing schools ([Kemendikbudristek RI, 2021](#)). Inspiring schools focus on developing student learning outcomes holistically by realizing a Pancasila student profile that includes literacy and numeracy competencies as well as character. The Inspiring Schools implemented a new curriculum called the independent curriculum initiated by the Ministry of Education, Culture, Research, and Technology. Current curriculum changes are expected to produce competent graduates who uphold character values ([Ningrum & Amna, 2020](#); [Saidah et al., 2022](#)). The independent curriculum at the junior high school level is in phase D, namely for classes VII, VIII, and IX. The curriculum structure is divided into extracurricular learning and projects to strengthen the profile of Pancasila students. The Guidance and Counseling teacher coordinates identifying and developing students' interests, talents, and abilities ([Kemendikbudristek RI, 2022](#)). Previous research emphasized the role of Guidance and Counseling services in the Strengthening Pancasila Student Profile Project (P5). The research gap with previous research is that previous research has focused more on the implementation of school counseling services in general, while research on the implementation of school counseling services is still limited. Previous studies observed more internal variables such as counseling competence, availability of counseling facilities and infrastructure, and counseling service quality.

Meanwhile, research on implementing counseling services in driving schools must consider external variables such as school, parents, and community support. Research methods in previous research used more quantitative methods such as surveys and experiments, while research on the implementation of counseling services in driving schools also needs to consider qualitative methods such as case studies and participatory observations. The results of this study show that Guidance and Counseling services have a role in strengthening the profile of Pancasila students by compiling character assessments and conducting classical/cross-class/group guidance services through various methods in strengthening student character ([Cahyono, 2022](#)). The Guidance and Counseling services process in the independent curriculum is not only in the Strengthening Pancasila Student Profile Project (P5). Guidance and Counseling play the most role in the guidance and counseling inspirational service model. Based on this, this study focuses on implementing an inspirational guidance and counseling services model in junior high schools. Guidance and counseling services in junior high schools are carried out to help achieve national education goals, especially helping students/counselees achieve optimal self-development and be independent, successful, happy, and prosperous in their lives ([Center for Curriculum and Books, 2021](#)). Guidance and Counseling services are described in the form of service achievements in academic units, which are expected to be able to actualize junior high school students to reflect the full student profile.

Along with the emergence of government policies regarding the independent curriculum implemented in Inspiring schools, especially in the inspiring model of Guidance and Counseling services at the junior high school level, it is necessary to be clear about the implementation of Guidance and Counseling, bearing in mind that students need to prepare themselves to take the next level, according to their talents, interests, and abilities. This research was conducted at SMP Negeri 16 Banjarmasin, one of the Inspiring schools in 2021. The implementation of the independent curriculum starts in seventh grade, so the research subject focuses on guidance and counseling services for grade 7. This research has novelty in finding out the implementation of an inspirational service model Guidance and Counseling at one of the Inspiring Schools, not only on the role of the counselor in the Pancasila Student Profile Strengthening Project (P5). Observations, interviews, and documentation conducted at school can provide data regarding implementing an inspirational model for Guidance and Counseling services at SMP Negeri 16 Banjarmasin. The hope is that schools can use this research to develop Guidance and Counseling service programs further.

METHODS

This research is descriptive qualitative research. The implementation of the research was carried out at SMP Negeri 16 Banjarmasin. The research subjects included school principals as the Inspiring

School program implementers, Grade 7 Guidance, Counseling teachers as independent curriculum implementers, and two learning committee teachers. Also, the research used primary data obtained from interviews and participatory observation. Secondary data is from documentation and reference searches to complement the primary data to produce accurate data about implementing the inspirational guidance and counseling services model on the independent curriculum in Inspiring schools. Data collection uses the triangulation meth of interviews, observation, and documentation. The interviews were aimed at school principals, Guidance and counseling teachers, and subject teachers. The observation was carried out by observing the implementation of guidance and counseling services in grade 7. Also, documentation was carried out by collecting service document data and other documents relevant to the research. Data were analyzed using the Miles and Huberman model, including data reduction, presentation, and conclusion (Miles et al., 2014). First, data reduction is done by sorting relevant data for the research. Furthermore, the data is presented and sorted based on research objectives. The next step is concluding according to the data presented.

RESULTS AND DISCUSSION

In connection with the implementation of an inspirational model of guidance and counseling services in the independent curriculum in Inspiring schools, counselors can optimize their roles as agents of change, prevention, consultants, therapists, and career developers and contribute to realizing the profile of Pancasila students (Nursalim, 2020). Based on the research that has been done, it was found that in the implementation of Guidance and counseling at SMP Negeri 16 Banjarmasin, teachers and principals welcomed the inspirational model of guidance and counseling services in the independent curriculum. The achievement of guidance and counseling services follows the phase D level of the junior high school level and the developmental tasks of students. Phase D is a series of developmental tasks that students at the junior high school level must complete. There are ten aspects of development in the developmental tasks of junior high school students, which must be facilitated by guidance and counseling teachers, namely (1) the foundation of religious life; (2) the foundation of ethical behavior; (3) emotional maturity; (4) intellectual maturity; (5) awareness of responsibility; (6) gender awareness; (7) personal development; (8) independence of economic behavior; (9) career readiness insights; and (10) maturity of relationships with peers (Center for Curriculum and Books, 2021). In line with research conducted by Saidah et al. (2022), teachers' creative space is more open through the Inspiring school curriculum, and schools can develop curricula according to the needs of each school. Collaboration of guidance and counseling teachers with subject teachers at SMP Negeri 16, according to the mandate of the SMP Directorate of the Ministry of Education, Culture, Research, and Technology, as shown in the figure below.

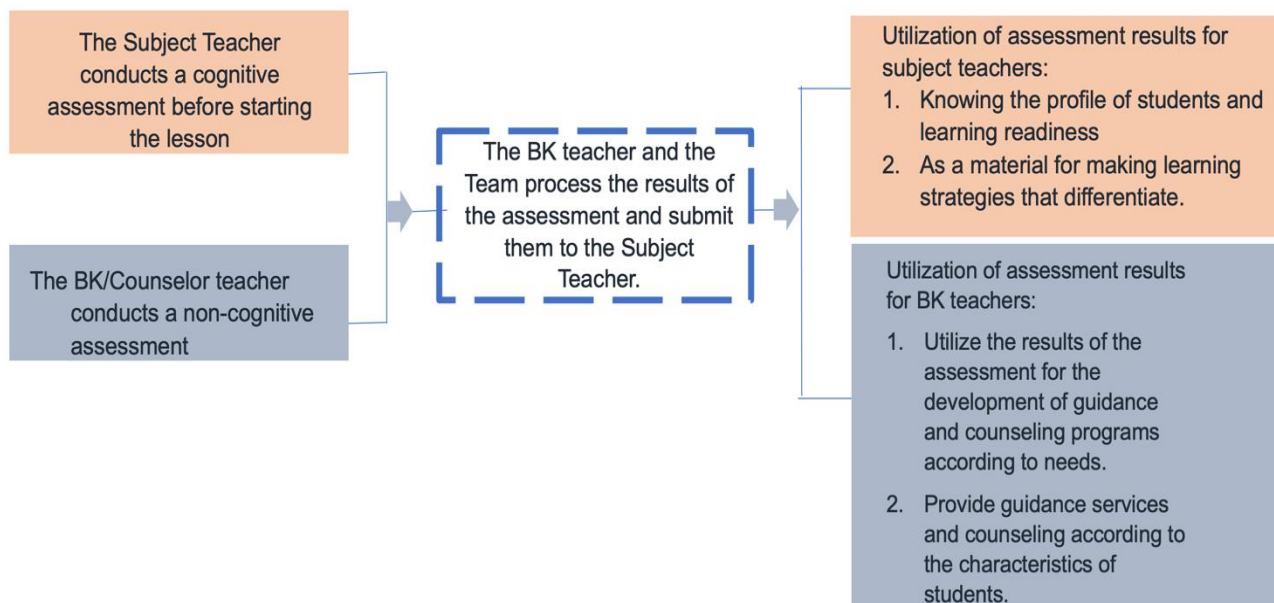


Figure 1. Collaboration between BK teachers and Subjects (Junior High School Directorate, 2021)

Based on the results of interviews with Guidance and Counseling teachers, it was found that the collaboration of guidance and counseling teachers with subject teachers was running more effectively than using the 2013 curriculum. The results of non-cognitive diagnostic assessments by guidance and counseling teachers and cognitive diagnostic assessments by subject teachers can provide an overview of students more thoroughly to the condition of each student so that the learning process centered on students runs more optimally. When student-centered learning runs optimally, meaningful learning will improve student welfare ([Yiying et al., 2022](#)).

Guidance and Counseling, Teachers at SMP Negeri 16 have a service program based on a student needs questionnaire distributed at the beginning of the school year. This questionnaire is to find out the initial conditions of students, especially from a non-cognitive perspective, which includes aspects of student development, student learning styles, support for learning at home, and interviews with parents to establish cooperation agreements with parents. The questionnaire used by Guidance and Counseling teachers at SMP Negeri 16, is a student needs questionnaire. The questionnaire consists of 50 statements, with two answer choices: yes or no. In addition to using a student needs questionnaire, Guidance, and Counseling teachers work closely with homeroom teachers in conducting non-cognitive diagnostic assessments and interviews with parents.

Based on observation, Guidance, and counseling, teachers, homeroom teachers, subject teachers, and school leaders conduct focus group discussions to provide student-centered learning recommendations and appropriate services according to student needs. Guidance and Counseling teachers to support the field of Guidance and Counseling services. In its implementation, Guidance, and Counseling teachers get one hour of lessons every week, especially for providing basic services. Responsive services are given tentatively according to the needs of students. Specialization and career planning services, Guidance, and counseling teachers use specialization instruments such as multiple intelligence instruments obtained from the website on the ministry's recommendation. Programmed system support, enabling guidance and counseling teachers to have digital work in the form of a Google Guidance Service Google site that students or parents of students can access. Several other studies on implementing guidance and counseling services at the junior high school level have shown effective results. Service programs are prepared by guidance teachers and according to the needs of students ([Nursalim, 2020](#); [Pedroso et al., 2022](#); [Syahril, 2019](#); [Wahid et al., 2022](#)).

Guidance and Counseling teachers are also involved in activities to strengthen the Pancasila student profile project as facilitators in the theme of entrepreneurship with food biotechnology. This project is expected to provide student learning experiences to achieve the focus of the dimensions of the Pancasila Student Profile, namely Faith in God Almighty and Noble and Creative and Mutual Cooperation. This project is carried out three times a year. The project implementation uses a block system for approximately ten effective days.

Implementing the inspirational model for Guidance and Counseling services is also experiencing obstacles. The teacher's understanding of the achievements of Guidance and Counseling services in phase D needs to be further strengthened. Barriers experienced due to teacher training in the implementation of inspirational service models are still limited, so Guidance and Counseling teachers try to independently develop the implementation of inspirational guidance and counseling service models. References to implementing Guidance and Counseling services in the independent curriculum in Inspiring schools from independent teaching platforms and other sources are also limited. The principal tries to facilitate the obstacles experienced by teachers through group discussion forums and sharing good practices with other Inspiring schools. Although these obstacles also occur in other schools, through research conducted by [Rahayu \(2022\)](#) regarding the implementation of the independent curriculum in Inspiring schools, obstacles are still found, especially in instilling interest from school members to want to move forward toward change. The principal must be able to direct, move and inspire teachers to want to change toward a better education. Schools need to build partners from various parties to optimally implement the independent curriculum in Inspiring schools ([Rahayu et al., 2022](#)).

CONCLUSION

Based on the discussion description, shows that implementing the inspirational model for Guidance and Counseling services in the independent curriculum at SMP Negeri 16 goes according to

the stages contained in the inspirational model. It is shown that the collaboration of Guidance and Counseling teachers with subject teachers is more intensive when implementing the independent curriculum. Guidance and Counseling service values integrate Pancasila student profiles. Guidance and Counseling teachers are also involved in planning and implementing projects to strengthen the profile of Pancasila students. The teacher's understanding of the achievements of Guidance and Counseling services in phase D needs to be further strengthened. Barriers experienced due to teacher training in the implementation of inspirational service models are still limited, so Guidance and Counseling teachers try to independently develop the implementation of inspirational guidance and counseling service models. References to implementing Guidance and Counseling services in the independent curriculum in Inspiring schools from independent teaching platforms and other sources are also limited. Follow-up that schools can carry out, it is necessary to provide further training specifically for Guidance and Counseling teachers regarding the implementation of an inspiring school Inspiring model, then assist periodic reflection, monitoring, and evaluation.

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