Analysis of Application of Coaching Techniques in the Project of Strengthening Pancasila Student Profiles in Indonesian Lessons in SMP

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Abstract

This study aims to analyze the suitability of coaching learning techniques to implement the Pancasila student profile strengthening project in Indonesian subjects at SMPN 1 Muara Bungo. The theme of a sustainable lifestyle with the topic of sustainable tourism was chosen because Muara Bungo Regency has tourism objects and potential for environmental-based tourism. This research is development research using the Borg & Gall development model and adapted to the coaching technique and the Guide to the Development of Pancasila Student Profile Strengthening Projects published by the Education Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The results of the study found that the coaching technique was suitable to be applied in extracurricular activities of the Pancasila student profile strengthening project in Indonesian subjects for persuasive speech material. Because it met the principles of implementing P5, namely; holistic, contextual, learner-centered, and exploratory.

I. Introduction

Learning Indonesian basically aims to develop individual abilities in expressing ideas in a logical and structured manner (Rokhman & Yuliati, 2010), so that one of the materials aimed at developing these abilities is writing persuasive speeches. Basically, persuasive speech is intended to improve students' speaking ability (Frans, 2020; Rumaisyah, 2020), which must then be based on the academic concerns they have discovered and wish to address. In addition, the success of a persuasive speech also depends on how to convince the reader or listener through logical arguments in a structured manner according to the objectives of learning Indonesian.

However, the achievement of learning objectives was disrupted as a result of the pandemic. The emergency nature of the sudden pandemic causes serious disruptions to the world of education. At the height of the pandemic, UNESCO reported that nearly 1.6 billion students in more than 190 countries, or 94 percent of the world's student population, were affected by the closure of educational institutions. (UNESCO, 2020). Studies on the disruption of the pandemic to the world of education lead to what is called learning loss (Donnelly & Patrinos, 2021). This term by the Ministry of Education, Culture, Research and Technology is defined as learning backwards.

The learning lag used in this literature describes the decline in students' knowledge and skills (Pier et al., 2021) Learning lags occur when the learning process does not take place as it should when compared to the previous year. Previous studies have shown how

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falling behind in learning can be a long-term challenge for education. A study by Currie and Thomas that observed a decline in job opportunities as a result of the pandemic's disruption to education (Currie & Thomas, 2001).

The Ministry of Education, Culture, Research and Technology as the policy maker made efforts to restore learning through the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, which was later known as the Merdeka Learning curriculum. This recovery perspective sees quality education not only from one side, this is because the education system that has prevailed in recent decades has proven unable to accommodate the needs of globalization. (Högberg, Lindgren, Johansson, Strandh, & Petersen, 2021). Development is a systematic and continuous effort made to realize something that is aspired. Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired. In addition, development is also very dependent on the availability of natural resource wealth. The availability of natural resources is one of the keys to economic growth in an area. (Shah, M. et al. 2020)

The current urgent need to be accommodated is the issue of sustainable development (de Jong & Vijge, 2021), the independent curriculum learns to translate these needs into one of the themes in extracurricular activities in the Pancasila Student Profile Strengthening Development Project (P5). This theme aims to enable students to understand the impact of human activities, both short and long term, on the survival of life in the world and the surrounding environment. Students also build awareness to behave and behave environmentally friendly, learn about potential sustainability crises that occur in the surrounding environment and develop readiness to face and mitigate (Educational Curriculum and Assessment Standards Agency, 2022). Education units can add additional content according to their needs and characteristics with local content flexibly and integrated into the P5 theme.

Muara Bungo Regency has tourism potential and beautiful nature-based tourism objects. Natural conditions that are still sustainable are supported by landscapes that include hills, rivers, caves to waterfalls. Attractions such as Lubuk Beringin, Kerinci Seblak National Park, Semanggi Dam and Tegan Kiri Waterfall, for example, are nature-based tourism objects that need to be preserved. As a result of exploitation for tourism activities, it is feared that the environment will be damaged. Therefore, the sustainable tourism approach (Ivars-Baidal, Vera-Rebollo, Perles-Ribes, Femenia-Serra, & Celdrán-Bernabeu, 2021)aimed at overcoming the potential damage from these tourism activities.

As the next generation, students at the junior high school level need to build awareness to behave and behave in an environmentally friendly manner, especially when traveling so that the preservation of nature in Muaro Bungo can be maintained. Through Indonesian language subjects, especially on Persuasive Speech material, students are expected to be able to deliver persuasive speeches. As a result of falling behind in learning, certain techniques are needed in learning, this research will first describe an extracurricular project with the topic of sustainable tourism, then its implementation will be designed with coaching techniques to be in accordance with the P5 guidelines.

II. Review of Literature

2.1 Coaching Techniques

The research uses coaching or mentoring techniques as an alternative to implementing extracurricular activities for the project to strengthen the profile of Pancasila students. Coaching techniques have been widely used in mentoring, especially community empowerment(Junaedi & Suhartini, 2018; Kusumaningrum, Sumarsono, & Gunawan, 2020), because by definition coaching is a process of mentoring someone who is fostered from their current condition to a better condition according to their needs.(McGuiness, 2007). Coaching also includes activities to accompany and accompany people who are being fostered from their current conditions to better conditions(Carey, Philippon, & Cummings, 2011). However, the literature on the use of coaching techniques in learning is still limited(van Diggelen et al., 2021).

The study of coaching techniques in learning is interesting because the independent curriculum requires driving schools to improve Human Resources (HR) including teachers to have expertise in intensive mentoring.(Waston & Taryanto, 2019). Coaching techniques are needed mainly because they make students independent in the learning process by maximizing their potential to achieve the goals they set. The coaching process will address learning problems, especially those from external sources, such as falling behind in learning as a result of the pandemic.

Coaching techniques cannot stand alone, there needs to be an approach to using this technique(Sammut, 2014). Sir John Whitmore in his book The Principles and Practice of Coaching and Leadership(Whitmore, 2009)introduce the GROW model which will then be used to intervene in the application of coaching techniques in learning. The GROW model consists of four stages, namely Goal (determining what goals to be achieved); Reality (identification of the student's current condition or position); Options (choice of action plans to be carried out); Will (Commitment to take action)(McCarthy, 2019).

This study will use the GROW model to operationalize coaching techniques in developing project activities to strengthen the profile of Pancasila students in persuasive speech materials in Indonesian class IX SMP.

2.2 Pancasila Student Profile

Before discussing further about the Pancasila Student Profile, the author will describe the importance of Pancasila for the younger generation, especially students so that there is a need for a description of how students have Pancasila attitudes. Pancasila is. Adolescence is a time of opportunity for children and is a very important time for development in their first decade of life(Saud, 2020). So we need a kind of social identity that underlies the development of adolescents as well as a way of life for every Indonesian citizen. As the social identity of the Indonesian nation, Pancasila is appropriate to serve as the nation's philosophy of life, especially teenagers during its development.(Juneman, Meinarno, & Rahardjo, 2012)

Pancasila is the basis of the state and ideology of the Indonesian nation. Pancasila consists of five principles or precepts, namely the first Precept of the One Godhead, the second namely Civilized Humanity. This second principle is widely interpreted as a commitment either for the purpose of contributing to international relations or more in accordance with its meaning, namely the ideals of civilized humanity. The third principle is the Precepts of Indonesian Unity, namely the precepts that describe the commitment to the unity of the entire Indonesian nation. The fourth precept is the People's Precept Led by Wisdom of Wisdom in Deliberation/Representation which emphasizes good governance

that must involve all aspects of the nation and state through deliberation and consensus, followed by the Precepts of Social Justice for All Indonesian People. According to Article 37 of the National Education System Law, civic education is a mandatory subject in the Indonesian primary and secondary education curriculum, as well as in Pancasila and Citizenship Education, which is expected to be a vehicle for education to develop students into human beings, with a sense of nationality and citizenship. Nationalism inspired by the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the Spirit of Unity in Diversity, and the commitment of the Unitary State of the Republic of Indonesia.

The Pancasila student profile is a character and ability that is built in everyday life and lives in each individual student through school culture, intracurricular, curricular, and extracurricular learning (Rusnaini, 2021). Furthermore, the Pancasila Student Profile contains six main characters, namely; Faithful, devoted to God Almighty, and noble, Independent, Critical Insight, Creative, Cooperating, and Global Diversity. These six indicators cannot be separated from the Indonesia Education Roadmap 2020-2035, which is caused by technological, social, and environmental changes that are happening globally. The six indicators are designed to develop superior human resources, lifelong learners with global competence who act in accordance with the ideals of Pancasila.

III. Research Method

This study aims to design a P5 extracurricular activity technique with the topic of sustainable tourism in accordance with the factual issues of Muara Bungo Regency. To produce the technical implementation of the P5 project, this research uses the development method with the Borg & Gall development model (Borg & Gall, 1983).

Development research has long been used in educational research; this method is considered the most appropriate for validating learning tools. Stages in the Borg and Gall development model as quoted from (Kusmana, Wilsa, Fitriawati, & Muthmainnah, 2020), covering a cycle that includes complex stages starting from research and data collection, planning and stopping cycles to product draft development.

This study does not adopt the entire step of the Borg and Gall model, but also adopts the GROW mentoring model by accommodating the principles of implementing P5 in the Guide to Project Development for Strengthening the Pancasila Student Profile. (Educational Curriculum and Assessment Standards Agency, 2022) namely holistic, contextual, student-centered and exploratory.

The writing team is aware of the limitations of knowledge and experience, so it is necessary to limit the following problems by limiting the research method. The limitation of this research problem is the planning of extracurricular activities, so that the limitations of the development model include:

a. The research and data collection stage is a form of identification of students' understanding of sustainable tourism and the importance of protecting the environment for them.

b. Planning is in the form of determining choices of tourist destinations in Muaro Bungo Regency which will be the project targets by students

c. Visiting tourist attraction locations to see firsthand how the conditions of application and the potential for implementing sustainable tourism in these attractions are,

d. Identifying the actual and factual issues that exist in the student's chosen tourist location to be used as material for persuasion speeches.

e. The development of product drafts in this research is in the form of drafting persuasive speeches.

IV. Result and Discussion

The global approach to education reform is marked by demands for improvements from all aspects which ultimately lead to the search for the meaning of education itself(Lingard, Martino, & Rezai-Rashti, 2013). Since the last few decades, educators and education practitioners around the world have begun to realize that learning things outside the classroom can help students understand that learning in educational units has a relationship with everyday life.(Kelly, Buckley, Lieberman, & Arndt, 2022; Thomas, 2019; Wahyuni, Indrawati, Sudarti, & Suana, 2017). Extracurricular activities in the form of the Pancasila Student Profile Strengthening Project (P5) which are part of the independent curriculum are an effort to provide meaningful education.

Indonesian language subjects at the junior high school level require students to master persuasive speech, so that students can develop the ability to express opinions in a logical and structured manner through oral or verbal delivery. Therefore, academic problems or gaps are needed to be resolved(Sahra, 2021). The Pancasila Student Profile Strengthening Project developed by the Educational Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia provides an alternative to exploring ideas and problems with project options. One of the theme choices is the theme of sustainable development which will be used as the choice of theme in this research.

The issue of sustainable development covers various aspects of life, including sustainable tourism. Sustainable tourism is the development of the concept of traveling that can have a long-term impact. Whether it's for the environment, social, cultural, and economic for the present and the future for all local communities and tourists who visit(Guo, Jiang, & Li, 2019). Sustainable tourism is not only for nature-based tourism objects, but for all types of tourism. The concept of sustainable tourism in Indonesia includes four pillars, namely sustainable business management, long-term socio-economic, cultural sustainability that must be developed and maintained, and the main aspect, namely the environmental aspect.

Muara Bungo Regency has tourism potential and beautiful nature-based tourism objects.ConditionThe nature that is still sustainable is supported by a landscape that includes hills, rivers, caves to waterfalls. Attractions such as Lubuk Beringin, Kerinci Seblak National Park, Semanggi Dam and Tegan Kiri Waterfall, for example, are tourism-based attractions.naturalwhich need to be preserved. As a result of exploitation for tourism activities, it is feared that the environment will be damaged. Therefore, the sustainable tourism approach(Ivars-Baidal, Vera-Rebollo, Perles-Ribes, Femenia-Serra, & Celdrán-Bernabeu, 2021)aimed at overcoming the potential damage from these tourism activities.

The extracurricular activities of the 5Ps are developed by prioritizing the principles of applying the 5Ps, which are student-focused, contextual with the location of the area and looking at the problem as a whole and comprehensively. In the context of designing the Pancasila Student Profile Strengthening Project, a holistic framework of thinking encourages us to examine a theme in its entirety and see the interconnectedness of various things to understand an issue in depth.

Teachers can design learning hours to achieve strengthening the profile of Pancasila students through projects or extracurricular activities. The allocation of time and hours for Indonesian subjects at the junior high school level is 36 hours of lessons. The project will be divided into 5 activities, where students will be charged with a project theme according to their competence and potential. With project-based learning, students not only gain knowledge, but also implement it in everyday life.

Based on the Borg and Gill development model, there are three stages of the cycle that must be carried out to develop extracurricular activities, namely the data collection cycle, the planning cycle and the product draft development cycle.

Table 1. Matrix of P5 Activity Development with GROW. Coaching Techniques

Project	GROW Model	Borg and Gill	Principle
1. Dissemination of questionnaires and discussion of students' understanding of sustainable tourism and the importance of protecting the environment for them.	Goal	Data collection cycle	Student centric
2. Planning is in the form of determining choices of tourist destinations in Muaro Bungo Regency which will be the project targets by students	Reality	Data collection cycle	Contextual
3. Visiting tourist attraction locations to see firsthand how the conditions of application and the potential for implementing sustainable tourism in these attractions are.	Reality	Planning cycle	Explorative
4. Visits to tourist objects in Muaro Bungo Regency and identify actual and factual issues in tourist sites as well as identify linkages with four aspects of sustainable tourism to be used as materials for persuasion speeches.	Options	Planning cycle	Holistic
5. The development of product drafts in this research is in the form of drafting persuasive speeches.	Will	Product draft development cycle	Student centric

Source: Research results

The first stage that must be done is the data collection cycle, namely by setting goals, according to the GROW model in mentoring or coaching techniques. This cycle will be carried out by distributing questionnaires to capture students' understanding of sustainable tourism and the importance of protecting the environment for them. After the questionnaires are distributed, then the teacher will discuss the issue according to the students' level of understanding. This is important,study(Ikhalasani Syahrul, 2021)found that the mastery of environmental-themed vocabulary had a significant positive effect on students' ability to make persuasive speeches. Therefore, students need to explore deeper both theoretically and in the field about the meaning of the environment and matters related to efforts to maintain its sustainability. So that the form of the first stage of activity is continued with the introduction of sustainable tourism by the teacher.

At this stage, it is important for Gutu to put forward the student centric principle because students are the main actors in the extracurricular activities of the Pancasila student profile strengthening project. The teacher as a facilitator must provide opportunities for students to explore their abilities with the encouragement and assistance of the teacher. Students will eventually hone their skills in bringing up initiatives on the issues being explored. In addition, students can also be independent in making choices about the design solutions that will be prepared for the persuasive speech project.

Furthermore, extracurricular activities are continued with planning in the form of determining the choice of tourist destination locations that will be used as material in persuasive speeches. Determination of this choice is carried out with assistance through the following stages:identification of the current state or position of student interest. The choice of target attractions will be discussed in groups by students while still getting assistance from the teacher. At this stage students are given space to explore sustainable tourism issues according to the context in Bungo Regency. Students make the surrounding environment and the reality in the tourist attraction as the main material for learning. Contextual principles are expected to provide real experiences that are faced by students on a daily basis, so that students can actively experience meaningful learning in accordance with educational goals.

The next stage of the development of Borg and Gill is a planning cycle which is carried out by emphasizing the exploratory principle to provide students with experience in the reality of tourism objects. The project to strengthen the profile of Pancasila students is not part of the intracurricular activities, meaning that it is not tied to the formal flow of subject arrangements. The wide exploration area gives the teacher the flexibility to manage the time allocation for learning purposes, so that visits to tourist sites are very possible to do.

P5 extracurricular activities are carried out systematically and structured because exploration activities are carried out with planning. Students can observe tourist objects and then compare them with the ideal conditions of the concept of sustainable tourism. Visits to tourist sites can be carried out simultaneously or separately from one group to another, considering the differences in the location of the choice of tourist objects.

Visits to tourism objects must at the same time apply the holistic principle, the teacher encourages students to examine the topic of sustainable tourism as a whole and see an issue in depth based on the interconnectedness of various things. Persuasive speeches become a forum for integrating various perspectives and knowledge content in an integrated manner through Indonesian subjects. Sustainable tourism objects must of course adopt not only environmental aspects but also economic, social and cultural aspects. These four aspects are not only a study of Indonesian subjects, but also other subjects. Students can hone a holistic way of thinking by considering the implementation of the four aspects at once in order to achieve sustainable tourism goals. Students are required to identify the actual and factual issues that exist in tourist sites. The teacher ensures the achievement of this cycle by assisting students to choose an action plan that will be carried out as a persuasive speech.

The next stage in Borg and Gill's development is the cycle of developing a persuasive speech draft. Students must show commitment by drafting, accompanied by a teacher as a companion. The student centric principle must be carried out at this stage because the teacher accompanies the students to draft a speech according to the student's writing ability. The stage of writing a speech begins with making an opening greeting or greeting to the audience, followed by an introductory sentence that leads to the content or essence of the speech.

V. Conclusion

Based on the results of the research on the development of the activities above, it can be concluded that the project to strengthen the profile of Pancasila students for Indonesian subjects and persuasive speech materials is appropriate to do with the coaching or mentoring model. The teacher accompanies students in developing speech materials by

applying the Borg and Gill development methods, namely the data collection cycle, planning cycle and product draft development cycle. Each cycle is carried out by continuing to apply the principles in the implementation of project activities to strengthen the Pancasila student profile, namely focusing on students, holistic, contextual and explorative.

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