

LOCAL TOURISM FOR STRENGTHENING STUDENT PANCASILA PROFILE: A COACHING TECHNIQUE

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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, those are; holistic, contextual, learner-centered, and exploratory .

Keywords: local tourism; pancasila profile; persuasive speech

I. INTRODUCTION

Learning Indonesian basically aims to develop individual abilities in expressing ideas logically and structured [1], so that one of the materials aimed at developing these abilities is writing persuasive speech texts. Basically, persuasive speech is aimed at improving students' speaking skills [2];[3];[4], which must then be based on the academic anxieties they find and wish to express. 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 in accordance with the objectives of learning Indonesian.

However, the pandemic disrupted the achievement of learning objectives. The emergency nature of the sudden-paced pandemic resulted in severe disruption to the world of education [5][6]. At the pandemic's peak, 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. Studies on pandemic disruption to the education world led to learning loss [7][8]—defined by the Ministry of Education, Culture, Research, and Technology as learning backwardness.

The learning lag in this literature describes a decrease in students' knowledge and skills [9][10]. Learning lag occurs when the learning process does not occur as it should when compared to the previous year. Previous studies have shown how learning lag can be a long-term challenge for the world of education. The study by Currie and Thomas observed a

decrease in job opportunities due to the disruption of the pandemic to the world of education [11][12].

The Ministry of Education, Culture, Research, and Technology, as the policy maker, is making an effort 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 Context of Learning Recovery, which became known as the Freedom to Learn curriculum. This recovery perspective sees quality education not only from one side, and it is because the education system that has been in force in recent decades has proven unable to accommodate the needs of globalization [8].

Sustainable development urgently needs to be accommodated [13][14]; the independent learning curriculum translates this need into one of the themes in extracurricular activities in the Development Project to Strengthen Pancasila Student Profiles (P5). This theme aims to enable students to understand the impact of human activities, both short and long-term, on the continuity of life in the world and the surrounding environment. Students also build awareness to act and behave environmentally friendly, learn about potential sustainability crises in their surroundings, and develop readiness to face and mitigate them [15]. 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. The landscape includes hills, rivers, caves, to waterfalls, supporting the

beauty and preservation of Bungo's nature. For example, attractions such as Lubuk Beringin, Kerinci Seblak National Park, Semanggi Dam, and Tegan Kiri Waterfall 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, a sustainable tourism approach [16] aims to overcome the potential damage from these tourism activities.

As the next generation, students at the junior high school level need to build awareness to act and behave in an environmentally friendly way, especially when traveling, so that the preservation of nature in Muaro Bungo can be maintained. Students must be able to deliver persuasive speeches through Indonesian subjects, especially Persuasive Speech material. As a result of learning to lag, specific techniques are needed. This research will first describe an extracurricular project with the topic of sustainable tourism; then, its application will be designed with a coaching technique so that it follows P5 guidelines.

Coaching Technique

The research uses coaching or mentoring techniques as an alternative to implementing extracurricular activities to strengthen the profile of Pancasila students. Coaching techniques have been widely used in assistance, especially community empowerment [17], [18], because, by definition, coaching is a process of assisting someone who is fostered from the current condition to a better condition according to his needs [19]. Coaching also includes escorting and accompanying people who are fostered from their current conditions to better conditions [20]. However, the literature on using coaching techniques in learning still needs to be improved [21].

The study of coaching techniques in learning is interesting because the independent curriculum requires driving schools to improve Human Resources (HR), including teachers, so they have expertise in intensive mentoring [22]. Coaching techniques are needed 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 from external sources, such as learning lag due to the pandemic.

Coaching techniques cannot stand alone; there needs to be an approach to using this technique [23]. In *The Principles and Practice of Coaching and Leadership* [24], Sir John Whitmore introduces the GROW model, which will then be used to intervene in applying coaching techniques in learning. The GROW model consists of four stages, namely Goal (determination of what goals to achieve); Reality (identification of the student's current condition or position); Options (choices - choices of action plans to be carried out); Will (Commitment to act) [25].

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 material in Indonesian for class IX in junior high school.

Pancasila Student's Profile

Before discussing the Pancasila Student Profile further, the author will outline the importance of Pancasila for the younger generation, especially students, so a description of how students have Pancasila attitudes is needed. Pancasila is. Adolescence is when children have opportunities and is a critical time for development in the first decades of their lives [26]. So we need a social identity that underlies youth development and 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 for teenagers during their development [27]. Pancasila is the basis of the state and ideology of the Indonesian nation. Pancasila consists of five principles or precepts, namely the first precepts of Belief in One Almighty God, and the second, namely Civilized Humanity. This second principle is often interpreted as a commitment either to contribute to international relations or more by its meaning, namely the ideals of civilized humanity. The third principle is the Precepts of Indonesian Unity, namely the precepts describing the commitment to the unity of the Indonesian nation. The fourth precept is the Populist Precepts Led by Wisdom in Deliberation/Representation, which emphasizes governance that must involve all aspects of the nation and state through deliberations and consensus, followed by the Precepts of Social Justice for All Indonesian People.

According to Article 37 of the applicable National Education System Law, citizenship education is a compulsory subject in the Indonesian primary and secondary education curriculum, as well as in Pancasila and Citizenship Education, which is expected to become a vehicle for education to develop students to become human beings, with a sense of nationality and citizenship. Nationalism is imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the Spirit of Unity in Diversity, and the commitment to the Unitary State of the Republic of Indonesia. The Pancasila student profile is a character and ability built-in everyday life and lives within each student through school culture extracurricular, curricular, and extracurricular learning [28]. Furthermore, the Pancasila Student Profile contains six main characters: Faithful, devoted to God Almighty, noble, independent, critical-minded, creative, cooperative, and global diversity. These six indicators are inseparable from the 2020-2035 Indonesian Education Roadmap, which is caused by technological, social, and environmental changes that are currently happening globally. The six indicators are designed to develop superior human resources and lifelong learners with global competencies who act according to the ideals of Pancasila.

II. RESEARCH METHODS

This study aims to design P5 extracurricular activity techniques with sustainable tourism on the factual issues of Muara Bungo Regency. In order to produce a technical implementation of the P5 project, this research uses the development method with the Borg & Gall development model [29]. Development research has long been used in

education research, this method is considered the most appropriate for validating learning tools. The stages in the Borg and Gall development model include a cycle that includes complex stages starting from research and data collection, the planning stage and the stop cycle to the development of a product draft[30].

This research does not adopt the entire steps of the Borg and Gall model but also adopts the GROW mentoring model by accommodating the principles of implementing P5 in the Guide to Developing the Pancasila Student Profile Strengthening Project [15], namely holistic, contextual, student-centered and exploratory. The writing team is aware of the limited knowledge and experience that it is necessary to limit the problem along with the limitations of the research method. The limitations of this research problem are in planning extracurricular activities so that the limitations of the development model include the following:

- a. The research and data collection stage is a form of identifying students' understanding of sustainable tourism and the importance of protecting the environment.
- b. Planning is in the form of determining choices of tourist destinations in Muara Bungo Regency which will be the target of the project by students.
- c. Visiting the locations of tourist objects to see directly how the conditions of implementation and the potential for implementing sustainable tourism in these attractions.
- d. Identifying actual and factual issues in tourist sites chosen by students to be used as material for persuasive speeches.

The development of product drafts in this study was in the form of drafting persuasive speeches.

III. RESULTS AND DISCUSSION

The global trend towards educational reform is marked by demands for improvement from all aspects, which ultimately lead to the search for meaning in education itself [31]. Since the last few decades, educators and education practitioners worldwide have begun to realize that learning outside the classroom can help students understand that learning in academic units has a relationship with everyday life [32]–[34]. Extracurricular activities in the form of the Project to Strengthen Pancasila Student Profiles (P5), which are part of the independent curriculum, is an attempt to organize education meaningfully. The Indonesian language subject at the junior high school level requires students to master persuasive speech to develop the ability to express opinions logically and structure through oral or verbal delivery. Therefore, academic problems or inequalities are needed to be resolved [35]. The Pancasila Student Profile Strengthening Project developed by the Education 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 choices. One of the theme choices is the theme of sustainable development which will be used as a theme choice in this research. The issue of sustainable development covers various aspects of life, including

sustainable tourism. Sustainable tourism is the development of a travel concept that can have a long-term impact. Both for the environment, society, culture, and economy for the present and the future for all local people and visiting tourists[36]. 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 and cultural sustainability that must be developed and maintained, and the central aspect, namely environmental aspects.

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. For example, attractions such as Lubuk Beringin, Kerinci Seblak National Park, Semanggi Dam, and Tegan Kiri Waterfall 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 [16] aims to overcome the potential damage from these tourism activities. The 5P extracurricular activities are developed by prioritizing the principles of 5P implementation, namely focusing on students, contextual with the location of the region, and looking at the problem as a whole and a whole. In the context of designing the Pancasila Student Profile Strengthening Project, a holistic thinking framework encourages us to examine a theme as a whole and see the interconnections of various things to understand an issue in depth. Teachers can design learning hours to strengthen Pancasila students' profiles through projects or extracurricular activities. The allocation of time and hours for Indonesian subjects at the junior high school level is 36 lesson hours. The project will be divided into five activities, where students will be assigned a project theme following their competence and potential. With project-based learning, students gain knowledge and implement it in everyday life.

Based on the Borg and Gill development model, three cycle stages must be carried out to develop extracurricular activities, namely the data collection cycle, the planning cycle, and the product draft development cycle. According to the GROW model in mentoring or coaching techniques, the data collection cycle is the first stage that must be carried out by setting goals. 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 questionnaire is distributed, the teacher will discuss the issue according to the student's level of understanding. Shahrul's research found that environmental-themed vocabulary mastery had a significant positive effect on students' ability to make persuasive speeches [37]. Therefore, students need to explore more deeply both in theory and in the field about the meaning of the environment and matters relating to efforts to maintain its sustainability. So that the form of the first stage of activity is followed by an introduction to sustainable tourism by the teacher.

Table I. P5 Activity Development Matrix Using The Coaching Model Grow Technique

No	Project	GROW model	Borg and Gill	Principle
1	Distributing questionnaires and discussing students' understanding of sustainable tourism and the importance of protecting the environment for them.	Goal	Data collection cycle	Student Centric
2	Planning: determining the choice of tourist destinations in Muara Bungo Regency which will be the target of the project by students	Reality	Data collection cycle	Contextual
3	Visiting the locations of tourist objects to see firsthand how the conditions of implementation and the potential for implementing sustainable tourism in these attractions.	Reality	Planning cycle	explorative
4	Visits to tourist objects in Muaro Bungo Regency and identifying actual and factual issues that exist in tourist sites as well as identifying links with the four aspects of sustainable tourism to be used as material for persuasive speeches.	Options	Planning cycle	Holistic
5	The development of product drafts in this study was in the form of drafting persuasive speeches.	Will	Product draft development cycle	Student Centric

Teachers need to prioritize student-centric principles at this stage because students are the main actors in the extracurricular activities of the project to strengthen the Pancasila student profile. The teacher, as a facilitator, must provide opportunities for students to explore their abilities with encouragement and assistance from the teacher. Students will eventually hone their skills in bringing up initiatives on the issues explored. Students can also be independent in choosing the solution design that will be prepared for a persuasive speech project. Furthermore, extracurricular activities are continued with planning by determining choices of tourist destination locations that will be used as material in persuasive speeches. This choice is determined with assistance through the identification stage of the current condition or position of student interest. Students will discuss the choice of target attractions in groups while still receiving

assistance from the teacher. Students are given space to explore sustainable tourism issues at this stage according to the context of Bungo Regency. Students make the surrounding environment, and the reality of tourist objects the primary learning material. Contextual principles are expected to provide authentic experiences students face so that students can experience meaningful learning activities according to educational goals.

The next stage of the development of Borg and Gill is the planning cycle which is carried out by emphasizing exploratory principles to give students an experience of the actual conditions of tourist objects. The project to strengthen the profile of Pancasila students is separate from an extracurricular activity, meaning that it is not tied to a proper flow in setting subjects. The large exploratory area allows the teacher to manage time allocation with learning objectives so that visits to tourist sites are possible. P5 Extracurricular activities are carried out systematically and structured because exploration activities are carried out with a plan. Students can make observations of 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 between one group and another, considering the differences in the location of the choice of tourist objects.

Visits to tourist objects must simultaneously apply holistic principles; teachers encourage students to examine the topic of sustainable tourism as a whole and look at an issue in depth based on the connectedness of various things. Persuasive speech is a vessel that combines various perspectives and knowledge content in an integrated manner through the subject of Indonesian. Sustainable tourism objects must adopt both environmental and economic, social, and cultural aspects. These four aspects are not only a study of Indonesian language subjects but also other subjects at the same time. Students can hone holistic thinking by considering implementing the four aspects at once to achieve sustainable tourism goals. Students are required to identify actual and factual issues that exist in tourist sites. The teacher ensures the achievement of this cycle by accompanying students to choose an action plan to be carried out as material for a persuasive speech. The next stage in Borg and Gill's development was the cycle of developing a persuasive speech draft. Students must show commitment by drafting, accompanied by the teacher as a companion. The student-centric principle must be carried out at this stage because the teacher accompanies students to draft speeches according to students' writing abilities. The stages of writing a speech begin with making an opening greeting or addressing the audience, followed by an introductory sentence that conveys the content or essence of the speech.

IV. CONCLUSION

Based on the activity development research results above, the project to strengthen Pancasila student profiles for Indonesian language subjects and persuasive speech material is appropriate to do with a coaching or mentoring model. The

teacher assists students in developing speech materials by applying the Borg and Gill development methods, namely the data collection cycle, the planning cycle, and the product draft development cycle. Each cycle is carried out while still applying the principles in implementing project activities to strengthen the Pancasila student profile, namely focusing on students, holistic, contextual, and exploratory.

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