



Analysis of the Understanding Profile of PPG DALJAB Students Regarding the Pancasila Profile Student in Merdeka Curriculum Learning

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Abstract

This research aims to analyze the understanding of PPG Teachers regarding the profile of Pancasila Students in the context of the Merdeka Belajar Curriculum. The research employed a descriptive study method, involving 37 PPG students in Category I In-Service Training, batch 3 of the year 2023 at the University of Education Mandalika as respondents. The instrument used was a closed questionnaire with 5 indicators, covering teachers' understanding of Pancasila values, integration of Pancasila values in teaching modules, perceptions of the relevance of Pancasila values in the learning process, the impact of implementing the Pancasila student profile, and challenges faced in integrating Pancasila values. The questionnaire was validated and tested for reliability, yielding a Cronbach's Alpha value of 0.872. The research findings indicate that PPG students have a good understanding of Pancasila values. However, challenges exist in effectively integrating these values into the learning process. Potential recommendations for further research suggest exploring various aspects to provide a more comprehensive insight into the integration of Pancasila values within the Merdeka Belajar Curriculum context. Key areas of focus include effective teaching strategies, the influence of curriculum implementation, training and development for teachers, and student participation. Further research in these areas is expected to contribute significantly to understanding and implementing Pancasila values in education.

Keywords: Pancasila Student Profile, Curriculum, Merdeka Belajar.

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INTRODUCTION

The Pancasila Student Profile is a representation that reflects Indonesian students possessing key characteristics, such as excellence in lifelong learning, strong personalities, global competence, and attitudes aligned with the principles of Pancasila (Mahfud, 2023). This profile serves as a primary reference in educational policies and guides teachers in building the character and skills of students. The Pancasila Student Profile refers to a description of how a student, individually and collectively, understands, comprehends, and applies Pancasila values in daily life and within the school environment.

The Pancasila Student Profile involves a deep understanding and practice of Pancasila values in daily life, whether in interactions with others, learning, or school activities (Susi et al., 2023). This includes attitudes of tolerance, unity, mutual cooperation, justice, and a spirit to advance the nation by upholding the values of truth, justice, and humanity. The Pancasila Student Profile also emphasizes the importance of character education aimed at shaping students into individuals with morals, ethics, and attitudes in line with Pancasila values (Ayuningtyas & Pramono, 2023; Haraha, 2023). This encompasses the development of a strong personality, a sense of responsibility towards oneself, society, and the nation, as well as the ability to think critically and act positively in accordance with the spirit of nationalism and citizenship.

With a strong Pancasila Student Profile, it is expected that students can become agents of change capable of building a society based on the values of goodness, justice,

and unity in the nation. This expectation naturally places a significant responsibility on teachers as educators to have a good understanding of the Pancasila student profile and implement it in the learning activities. Teacher understanding of the Pancasila student profile in Merdeka Curriculum learning is crucial for effective implementation. (Fajrin et al., 2023) emphasize collaboration between students and teachers in developing STEM-based learning modules and Pancasila student profiles, highlighting the importance of teacher involvement in shaping the student profile. Additionally, (Chamisijatin et al., 2023) discuss the success of a project aimed at strengthening the Pancasila student profile, demonstrating an improvement in teachers' competence in implementing projects related to the Pancasila student profile. This indicates that teacher understanding and involvement are crucial for the success of implementing the Pancasila student profile.

Furthermore, (Fitriyani et al., 2023) emphasize the optimization of the Pancasila student profile in schools to shape the character of Pancasila students, highlighting the influence of the hidden curriculum on student professional development. This underscores the importance of integrating the Pancasila student profile into the overall educational experience to shape students' character. Moreover, (Usman et al., 2023) conducted a case study on a project to strengthen the Pancasila student profile, involving interviews with teachers and students, showing the importance of diverse learning in the implementation of an independent curriculum.

Additionally, (Suhendro, 2022) focuses on the development of the Pancasila student profile in the early childhood dimension, emphasizing the importance of early childhood education in shaping the character of Pancasila students. This highlights the need for teachers to understand and incorporate the Pancasila student profile into early childhood education. Moreover, (Minsih et al., 2023) discuss character education through an independent curriculum, emphasizing the dimension of the Pancasila student profile and its role in developing critical thinking and love for the homeland among students.

Teacher understanding of the Pancasila student profile in Merdeka Curriculum learning is crucial for shaping students' character and values (Julianto & Umami, 2023). Teacher involvement, collaboration, and competence in implementing projects related to the Pancasila student profile are crucial for the success of its integration into the Mardeka Belajar Curriculum (KMB).

The Mardeka Belajar Curriculum was introduced as a response to the evolution in the Indonesian education system, particularly in facing challenges in post-pandemic learning (Armadani et al., 2023; Wijayanti & Ekantini, 2023). One key element of the KMB is the strengthening of the Pancasila Student Profile (PPP), which aims to shape the character, attitudes, and noble values in students (Ditpsd, 2023). A deep understanding and proper implementation of PPP by educators, especially Professional Teacher Education (PPG) teachers, are essential in ensuring the effectiveness of the KMB implementation at the school level.

However, the understanding and implementation of PPP in KMB are not always uniform among teachers (Milantika, 2023), especially those involved in the PPG program. Several studies highlight variations in understanding and the level of readiness of teachers to apply the PPP concept in the learning process. An in-depth analysis of the understanding profile of PPG Teachers regarding PPP becomes crucial to evaluate the extent of knowledge and application of this concept in the context of KMB.

Therefore, this study aims to analyze the understanding profile of PPG Teachers regarding PPP in Merdeka Curriculum learning. By exploring the level of understanding, perceptions, challenges, and development needs, this research is expected to provide comprehensive insights into critical aspects that need attention to support the effectiveness of PPP implementation in education.

METHOD

This research is a descriptive study which aims to identify and explain how PPG teachers understand the profile of Pancasila students in the context of Mardeka Belajar curriculum learning. A total of 37 PPG students in Category I Intermediate 3 positions in 2023 at the Mandalika University of Education were subjects or respondents in this research. The instrument used was a closed questionnaire consisting of 5 indicators, namely teacher

understanding of Pancasila values, integration of Pancasila values in teaching modules, perceptions regarding the relevance of Pancasila values in the learning process, the impact of implementing the Pancasila student profile, and challenges. faced in integrating Pancasila values. In this questionnaire, there are 16 sub-indicators which were developed as statements to collect data related to the profile of PPG teachers' understanding of the profile of Pancasila students. Data analysis using IBM SPSS Statistics 26.

RESULTS AND DISCUSSION

Validity and Reliability Test of the Instrument

Testing the validity and reliability of questionnaire instruments is an important step in ensuring that the measurement tools used are reliable and provide consistent and accurate results. Testing the validity and reliability of the teacher understanding profile questionnaire instrument regarding the Pancasila student profile was carried out by testing 1) Construct Validity: Carry out factor analysis to test the construct validity of the questionnaire instrument. This analysis helps identify the extent to which the questions in the questionnaire measure the construct in question, such as teachers' understanding of Pancasila values, and 2) Internal Reliability: Calculate Cronbach's alpha coefficient to measure the internal consistency of the questionnaire. A high Cronbach's alpha value indicates that the questions in the questionnaire are consistent in measuring the same construct. The results of the analysis are presented in tables 1 and 2.

Table 1. Results of construct validity analysis of the questionnaire instrument

Statement	Pearson Correlation	Category
1. I understand the Pancasila student profile indicators and values thoroughly	.682**	Valid
2. I feel confident in identifying Pancasila values in the teaching context	.718**	Valid
3. My understanding of the profile and values of Pancasila students influences my learning planning.	.801**	Valid
4. I integrated the Pancasila Student Profile into the learning objectives.	.690**	Valid
5. Pancasila Student Profile Pancasila is applied in the design of my modules and learning activities.	.780**	Valid
6. I involve the Pancasila Pancasila Student profile in developing teaching materials.	.781**	Valid
7. I actively apply Pancasila Student Profile in class teaching	.790**	Valid
8. I have an effective strategy to convey the profile and values of Pancasila students to students	.577**	Valid
9. I believe that Pancasila values have significant relevance in shaping student character.	.654**	Valid
10. I believe that implementing Pancasila values can improve the quality of education in schools	.386*	Valid
11. I feel that the integration of Pancasila values helps students understand the importance of morals and ethics	.796**	Valid
12. I see positive changes in student behavior after implementing the Pancasila values	.797**	Valid
13. I observed changes in students' attitudes which could be linked to the Pancasila values in the Independent Learning Curriculum	.291	Invalid
14. I face difficulties in adapting Pancasila values to the existing curriculum.	.293	Invalid
15. I find it difficult to facilitate discussions that consider Pancasila values in the classroom.	.354*	Valid
16. There are obstacles in adapting teaching to Pancasila values due to differences in understanding between teachers	.569**	Valid

The instrument used after analyzing the construct validity of 14 items was declared valid (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, and 16) and 2 were declared invalid, namely statement item no. 13, and 14. Next, the results of the reliability test are presented in the following table;

Table 2. Reliability Statistics

N of Items	Cronbach's Alpha	Category
16	.872	Tall

Table 2 shows reliability data using the Cronbach's Alpha method to evaluate the internal consistency of the questionnaire instrument used in this research. The Cronbach's Alpha value of 0.872 shows a high level of consistency between the various questions in the questionnaire. This figure of 0.872 reflects that the questionnaire instrument has high internal consistency, indicating that the questions in the questionnaire are well connected to each other in assessing teachers' understanding of the Pancasila student profile. Therefore, this questionnaire can be considered as a reliable tool for measuring the variables that are the focus of this research.

Results of profile analysis of teachers' understanding of the Pancasila Student Profile

Analysis of the teacher's understanding profile of the Pancasila Student Profile (PPP) is presented in chart form. as in Figure 1 below:

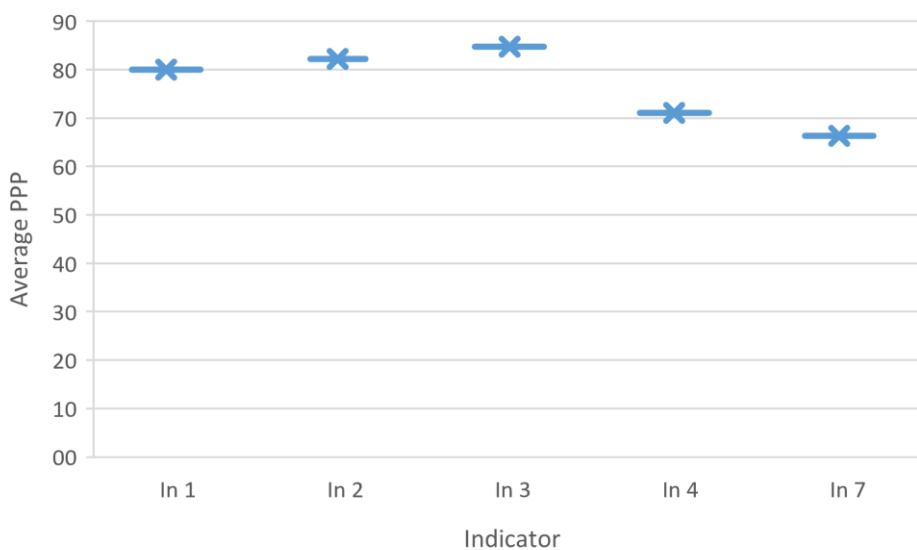


Figure 1. Pancasila Student Profile (PPP)

The data presented consists of average scores on various indicators used in research related to teachers' understanding of the Pancasila student profile.

1. Teachers' understanding of Pancasila values (80.0%). This indicator shows the average score of teachers' understanding of the values contained in Pancasila. With an average score of 80.0, this indicates that overall, teachers have a good understanding of the values of Pancasila. However, there is still room for further improvement or increased understanding regarding these concepts.
2. Integration of Pancasila Values in Teaching Modules (82.2%). This indicator describes the extent to which Pancasila values are integrated into the modules or learning materials presented by the teacher. With an average score of 82.2, it can be concluded that there is a fairly good level of integration of Pancasila values in the teaching module. However, there are opportunities to further improve this integration to ensure that Pancasila values are better reflected in the learning process.
3. Perception of the Relevance of Pancasila Values in the Learning Process (84.7). This indicator measures how relevant teachers consider Pancasila values in the learning context. With an average score of 84.7, this shows that in general, teachers feel that

Pancasila values are very relevant in the learning process. This high score could indicate that they see these values as important in shaping student character.

4. Impact of Implementing the Pancasila Student Profile (71.1). This indicator measures how much impact or influence the application of the Pancasila student profile has on the learning process. With an average score of 71.1, it seems that the implementation of the Pancasila student profile has had a significant impact, but there is still room for improvement or improvement in increasing the impact so that it is more effective in shaping student character.
5. Challenges in Integrating Pancasila Values (66.3). This indicator shows how big the challenges teachers face in integrating Pancasila values into the learning process. With an average score of 66.3, this shows that teachers face significant challenges in integrating Pancasila values. This could indicate that there are obstacles in the process of implementing these values in daily teaching.

The overall analysis shows that there is a good understanding from teachers regarding the values of Pancasila, and they also see these values as relevant in learning. However, there are challenges in effectively integrating these values in the learning process. Apart from that, it is important to further increase the impact of implementing the Pancasila student profile so that it can be more effective in forming character

The importance of teachers understanding the profile of Pancasila students is very significant in the educational context. This is because teachers have a key role in shaping students' character and guiding them to understand and apply Pancasila values in everyday life. With a good understanding of the Pancasila student profile, teachers can: 1) Support Character Formation: Teachers who understand the Pancasila student profile can help students develop attitudes, morals and values that are in accordance with Pancasila principles such as mutual cooperation, tolerance, justice, and unity, 2) Directing Learning: Teachers' understanding of the Pancasila student profile helps them design learning experiences that include Pancasila values, integrate them in the curriculum, and apply them in daily learning activities, 3) Be a Role Model: Teachers who understand and implementing Pancasila values can be a good example for students in applying these values in daily interactions, both at school and outside the learning environment, and 4) Fostering Responsible Citizenship: Teachers who understand the profile of Pancasila students can help students understand the meaning of being a responsible citizen, caring about the surrounding environment, and contributing positively to society.

A robust comprehension of the Pancasila student profile among teachers not only lays the groundwork for molding student character but also serves as a crucial foundation for constructing a society rooted in Pancasila values. In light of this perspective, it becomes imperative to enhance the understanding of the Pancasila student profile among PPG students. Numerous studies conducted underscore a diverse range of approaches and strategies employed to elevate the understanding profile of PPG DALJAB students regarding the Pancasila Student Profile in the context of Merdeka Curriculum Learning. Key factors such as character education, project-based learning, innovative teaching methodologies, and the implementation of the Merdeka Curriculum emerge as pivotal elements in shaping the understanding profile of PPG DALJAB students (Chotimah et al., 2023; Fitriyani et al., 2023; Soenarto et al., 2021; Sriyono et al., 2023; Sukirno et al., 2023; Usman et al., 2023)

CONCLUSION

The implementation of the Pancasila student profile and challenges encountered in integrating Pancasila values were investigated in this research. The questionnaire employed was validated and deemed reliable, achieving a Cronbach's Alpha value of 0.872. The findings of the study revealed that biology PPG teachers exhibit a commendable grasp of Pancasila values. Nevertheless, they encountered challenges when it came to effectively integrating these values into the learning process. Potential recommendations for further research suggest exploring various aspects to provide a more comprehensive insight into the integration of Pancasila values within the Merdeka Belajar Curriculum context. Key areas of focus include effective teaching strategies, the influence of curriculum implementation, training and development for teachers, and student participation. Further research in these

areas is expected to contribute significantly to understanding and implementing Pancasila values in education.

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