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RESEARCH ARTICLE

DEVELOPMENT OF A CULTURAL DIVERSITY PROJECT MODULE TO INCREASE THE PROFILE OF PANCASILA STUDENTS

Tirza Luthfia Lailitsani Agustin

Universitas Muria Kudus, Central Java, Indonesia

Sri Utaminingsih

Universitas Muria Kudus, Central Java, Indonesia

Ahmad Hariyadi

Universitas Muria Kudus, Central Java, Indonesia

Hendri Pratama

Sultan Idris Education University, Perak, Malaysia

Abstract

This research was motivated by students' lack of empathy and knowledge of Kudus culture. The study aims to design and analyze the effectiveness of the Beautiful Cultural Diversity project module in enhancing the profile of Pancasila students. These modules are educational materials systematically arranged in easily understandable language, enabling students to learn independently with minimal teacher guidance. The Pancasila student profile represents the commitment of education providers to the development of human resources in Indonesia, reflecting the vision, ideals, and primary goals of education. The research method employed was research and development (R&D) according to Borg and Gall, using a non-equivalent pretest-posttest control group design. Data sources included 8 teachers and 26 students, with data collected through questionnaires and observations. Data analysis utilized descriptive statistical data analysis and the N-gain test. The results demonstrate that the module is suitable for use, with validation percentages from material experts at 89%, media experts at 94%, and practitioner experts at 90%. The N-gain analysis showed that the experimental class had a moderate gain of 0.31, which was higher than the control class's gain of 0.0. The results of the t-test between the control and experimental classes before conducting the P5 activity indicated a significant value of 0.027. Post-P5 activity, the significant value reached 0.000, leading to the conclusion that there was a significant average difference between the control and experimental classes. Teachers can develop innovative learning resources tailored to each P5 theme to enhance student engagement and curiosity.

*Corresponding author: hendripratama.tvet@gmail.com

INTRODUCTION

National education in Indonesia emphasizes the development of attitudes, character, and philosophical principles of the nation (Pristiwanti et al., 2022; Sujana, 2019). To compete globally, society must cultivate a stronger sense of nationalism. Policies are implemented to alleviate the moral burden imposed by the preamble to the 1945 Constitution to achieve equitable distribution of education across Indonesia (Fukuyama, 2018). Merdeka Belajar represents a significant breakthrough in contemporary education. This approach encourages innovation, creativity, and teamwork, promoting diversity rather than homogeneity. It enables teachers to become more independent thinkers and allows students to follow their teachers' lead. The program focuses on essential material, providing students with ample time to explore concepts and build skills (Suryaman, 2022). This approach aims to develop students' potential and competencies through interactive and relevant learning processes, including project-based learning that engages students and helps them solve problems in their environment. Students participating in the curriculum Merdeka acquire more than just knowledge; they also embody the values of Pancasila, as reflected in the Pancasila student profile. This profile outlines the qualities and skills each student should develop through institutional culture, classroom activities, and extracurricular involvement (Kemendikbudristek, 2022; Prestoza, 2022). The Pancasila student profile serves as a roadmap for improving the nation's education level, considering the future challenges faced by Indonesian students and the admirable qualities Indonesia aims to achieve. Upholding Pancasila values consistently is expected to enhance societal welfare (Yudi, 2020). This profile results from an interdisciplinary learning process designed to enhance human resource excellence, not just cognitive abilities (Failani & Rondli, 2023).

Additionally, the Pancasila Student Profile is based on research by the Ministry of Education and Culture on 21st-century skills, as well as findings from related studies in Indonesia and abroad. In today's global context, productive and democratic individuals require various skills and character traits. The Pancasila Student Profile includes six interdependent and mutually reinforcing aspects: 1) Loyalty, Trust, and Belief in Almighty God, 2) Independence, 3) Critical Thinking, 4) Creativity, 5) Mutual Cooperation, and 6) Global Diversity (Irawati et al., 2022). During the planning phase of implementing the independent program, many teachers still rely on traditional educational tools and projects based on examples from Merdeka's educational framework (Utaminingsih et al., 2023a). The Pancasila Student Profile Development Project (P5) provides a platform for students to practice and develop their Pancasila profile through research, problem-solving, and decision-making, resulting in tangible products and actions. Saputra et al., 2023 and Shalikhah (2022) suggests that P5 activities can foster entrepreneurship by allowing teachers to act as facilitators while students engage in activities that promote solidarity, creativity, and innovative ideas.

The Pancasila Improvement Project, as described by Ningsih et al. (2023), emphasizes holistic, contextual, learner-centered, and exploratory learning principles. These principles guide the project to strengthen the Pancasila learning profile by addressing topics and issues relevant to students' real-life experiences (Utaminingsih et al., 2023b). Educational institutions play a vital role in strengthening and developing the Pancasila student profile to produce superior human resources. As Kahfi (2022) notes, students who adopt a lifelong learning approach, demonstrate global competence, and behave according to Pancasila values are considered superior. However, developing the Pancasila student profile requires the involvement of all stakeholders in the education system and beyond (Juliani & Bastian, (2021).

Modules, as systematically arranged teaching materials in easily understandable language, enable students to learn independently with minimal guidance from educators (Prastowo, 2015). Research by Haerunnisa et al. (2020) indicates that teaching materials incorporating local wisdom effectively improve student character, as evidenced by comparisons between experimental and control classes. Modules, categorized as non-textbook materials, enrich educational and learning activities by providing supplementary content (Pusat Perbukuan Departemen Pendidikan Nasional, 2008). Toppo et al. (2016) explain that modules contain principles, procedures, and learning models essential for teachers' and lecturers' instructional duties. According to Prastowo (2015), effective module compilation involves clear and attractive layout, simple and comprehensible language, and the inclusion of tests, stimuli, readability, and interactive teaching materials. Consistently applying Pancasila values is believed to enhance societal welfare (Yudi, 2020). This introduction to Pancasila values should begin at an early age through the development of a Pancasila student profile encompassing necessary character and skills (Irawati et al., 2022). With their strong curiosity and receptivity, elementary school students are at an ideal stage to internalize Pancasila values. Implementing a project-based learning approach, such as the Pancasila Student Profile Development Project (P5), offers students the opportunity to experience character-building and a conducive learning environment (Kemendikbudristek, 2022). Based on the interviews with 4th-grade teachers at SD 5, Temulus revealed that learning has not been optimal in developing students' potential, with a heavy reliance on available textbooks and minimal project-based learning. Observations indicate that students lack understanding and respect for differences among peers and are unfamiliar with the surrounding culture. Therefore, this research aims to analyze the enhancement of the Pancasila student profile using the Beautiful Cultural Diversity Project module at Temulus Mejobo Kudus Elementary School.

METHODOLOGY

This research is a type of development research, commonly known as research and development (R&D). The focus of this research was the development of a diverse project module aimed at enhancing the profile of Pancasila students. The goal of R&D is to improve student quality and create new products that make learning more effective. This research employed a quasi-experimental design, specifically a non-equivalent pretest-posttest control group design. This study involved 4th grade students at Elementary Schools in Temulus Village, Mejobo District, Kudus Regency, 14 students in SD 5 Temulus as the experimental class and 12 students in SD 1 Temulus as the control class. Data collection techniques include questionnaires, observation, and documentation. Data analysis began with an expert-conducted product feasibility test and continued with an effectiveness test using the SPSS 25 t-test. An N-gain test was also carried out to further validate the effectiveness results. The research procedures followed the steps outlined by Gall et al. (2007), which include: 1) Research and information gathering; 2) Planning; 3) Initial product development; 4) Initial trials; 5) Product revisions; 6) Main trials; 7) Revisions based on trial results; 8) Refinement trials; 9) Final product revisions; and 10) Dissemination. The product validation criteria as shows in Table 1.

Table 1. Product Validation Criteria

Score	Product validity level
01.00% - 50%	Invalid
50.01% - 70%	Less valid
70.01% - 85%	Valid, can be used with revisions
85.01% - 100%	Exceclent, can be used without revision

(Source: Akbar, 2013)

RESULTS AND DISCUSSION

Validity of the Beautiful Diversity Project Module

This product feasibility test is carried out by testing the product with experts. The aim is to determine the feasibility of the product being developed. Module validation was carried out by four experts, namely material, teaching materials, language, and practitioner experts by filling out a questionnaire. Table 2 presents data summarized by several experts based on product validation assessment criteria.







Table 2. Validation Results From Several Experts

Member	Validator	Average	Percentage	Category
Material	Expert 1	3.4	85%	Can be used with revisions
Teaching Materials	Expert 2	3.4	85%	Can be used with revisions
Language	Expert 3	3.2	79%	Can be used with revisions
Practitioner	Expert 4	3.6	90%	Can be used without revision
Average		3.4	85%	Can be used with revisions

Based on the results in Table 2, it is known that the development of the P5 module can be used with revisions. Here are some of the revisions as shows in Table 3. To be able to use the Beauty of Cultural Diversity Santo Bhinekka Tunggal Ika class IV module in learning. In line with Sugiharni et al. (2018) the results of product validation by experts with an average score of 3 indicate that the product remains valid even though modifications are made. Several suggestions based on the assessment of material experts to improve module development include the author's name being placed on the top cover, changing the typefont becomes simpler. So that it is easy for students to understand, choosing a joglo house mockup example should be clear and there are no other objects behind the mockup, the place to write questions should be bigger. It can be seen that the module the Beauty of Cultural Diversity in Bhinneka Tunggal Ika Class IV is claimed by Material Experts, Media Experts and Practitioners to be valid. According to research by Ulya and Rahayu (2018), the validation result of 3.49 is cataloged so that it is suitable for academic use with several improvements.

Table 3. Product Revisions After Product Validation By Experts

Before	After	Suggestion
		The author's name is placed on the top cover

Before	After	Suggestion
<p>Nining berbicara keras bukan berarti dia marah. Nining hanya terbiasa hidup di lingkungan pantai dengan deburan ombak yang keras. Menjadikan Nining memiliki intonasi suara yang keras. Nining sangat ramah sama aku</p> 	<p>Nining berbicara keras bukan berarti dia marah. Nining hanya terbiasa hidup di lingkungan pantai dengan deburan ombak yang keras. Menjadikan Nining memiliki intonasi suara yang keras. Nining sangat ramah sama aku</p> 	Change the font style for simplicity. To make it easy for students to understand
<p>Contoh maket rumah adat joglo</p> 	<p>Contoh maket rumah adat joglo</p> 	You should choose an example of a Joglo house model that is clear and does not contain any other objects behind the model
<p>TANYA BINTANG TAMU Buatlah maket budaya di Kudus! Tuliskan beberapa pertanyaanmu setelah penyampaian dari bintang tamu!</p> <p>Pertanyaan 1</p> 	<p>Pertanyaan 1</p> 	The space for writing questions should be more spacious

Effectiveness of the Module the Beauty of Holy Cultural Diversity on Pancasila Student Profiles

By selecting a control class and an experimental class, the Beautiful Cultural Diversity Module of Kudus has been tested. Trials were carried out to evaluate the feasibility of the learning modules created. Before and after the activities in each class, questionnaires were given to the control class and experimental class to find out the differences. In activity P5 for the control class, the module is not used. Meanwhile, the P5 module is mandatory for experimental classes.

Normality and homogeneity tests are carried out first, then effectiveness tests. The results of the normality test show that the results before and after treatment are regularly distributed between the control class and the experimental class. The control and experimental class data were declared homogeneous after a homogeneity test was carried out. Further calculations are carried out after the normal and homogeneous requirements are met. After carrying out the N gain test, then a t test was carried out with the help of SPSS. The following hypothesis is suggested:

- H_0 : There is no difference in the average results of the Pancasila student profile questionnaire before treatment and after treatment between the experimental group and the control group.
- H_a : There is a difference in the average results of the Pancasila student profile questionnaire before treatment and after treatment.

Table 4. Average Difference Test Results

	Class	Sig. Value	Sig.	Conclusion
Pre	Control	0.027	0.05	There is a significant difference in averages.
	Experiment	0.028		
Post	Control	0.000		There is a significant difference in averages.
	Experiment	0.000		

Before carrying out activity P5, the calculation results in the control class and experimental class produced a sig value of 0.027. Before installing P5, it was known that there was an average difference between the control class and the experimental class because sig. smaller than its significance. In addition, the calculation results after using P5 show that sig. reaches 0.000 which indicates a sig value that is less significant (Ha accepted). Based on this, it can be said that there is an average difference between the experimental class and the control class. The project module is useful in raising the profile of Pancasila students with improvements (Rahmawati, 2023). The next calculation of normalized n-gain is used to test changes in the profile of Pancasila students. A summary of research findings from the questionnaire-based examination of Pancasila student profiles as shows in Table 5.

Table 5. N-GAIN TEST RESULTS

No	Variable	Score	
		Experimental Class	Control Class
Before Treatment			
1	Average	49	43
2	The highest score	58	53
3	Lowest Value	42	34
After Treatment			
1	Average	65	44
2	The highest score	79	56
3	Lowest Value	57	37
Normalization Gain		0.31 (Medium)	0.01 (Low)

Table 5 shows that the experimental class achieved an average value. is 0.31 gain in the medium category, the control class increased its average score by 0.01 in the low category. Thus, the increase was greater in the experimental class. Based on the efficiency criteria $n\text{-gain} \geq 0.30$, the Beauty of Kudus Cultural Diversity module in Class V Bhinekka Tunggal Ika can improve the profile of Pancasila students. The analysis of the n-gain scores for the Pancasila student profiles in the experimental class, using the Beauty of Sacred Cultural Diversity Module with the theme Bhinneka Tunggal Ika in class V, revealed an average increase of 0.31, categorized as medium. In contrast, the control class showed a minimal average increase of 0.01, categorized as low. This indicates that the experimental class experienced significantly greater improvements in the Pancasila student profiles compared to the control class. Therefore, the Bhinekka Tunggal Ika module for class V, focused on the Beauty of Sacred Cultural Diversity, effectively enhances the profile of Pancasila students with an n-gain efficiency criterion of 0.30.

The autonomous curriculum contains the Pancasila student profile as part of the vision and mission of the Ministry of Education and Culture. Therefore, this must be introduced from the start, one way is by implementing projects to increase the visibility of Pancasila students. P5 activities as independent curriculum implementations can provide a more meaningful learning process and experience for students (Ananda et al., 2023). The P5 module was created as a tool to help students complete assignments on their own. Making information simpler and clearer for students is one of the aims of the module (Departemen Pendidikan Nasional, 2008). The reality is that many of the P5 activities listed in the module are carried out with significant assistance from students. The activities in the Beautiful Cultural Diversity of Kudus module are designed to help Pancasila students as a whole raise their profile. However, only three dimensions are actually visible in practice. In addition, this module includes the study of Kudus culture as one of its assignments. Additionally, this module includes a number of exercises where students try new activities they have never done before. This is in line with the P5 principles, namely student-centered, contextual, holistic and exploratory (Kemendikbudristek, 2022).

Based on the results of detailed student responses, 79% of students said the module on the beauty of Kudus's cultural diversity helped them develop empathy towards other students. 100% of students said the activities were well structured. 198% of students said the module on the beauty of Sacred cultural diversity helped them work together. All students agreed that the module on the beauty of Kudus's cultural diversity made learning easier. Furthermore, 93% of students stated that the Beautiful Diversity of Sacred Culture module had knowledge about sacred culture. These findings show that the practicality of the modules increased by an average of 92%. In addition, 75% of teachers who responded to the product stated that the Beautiful Cultural Diversity of the Holy module improved student learning. One hundred percent of instructors stated that the Beautiful Diversity of Holy Culture module increased students' enthusiasm for learning, one hundred percent of instructors stated that it increased students' capacity for empathy, and one hundred percent of instructors stated that it developed student collaboration.

CONCLUSION

Based on the findings, it can be concluded that both teachers and students benefit from using this module in educational activities. The t-test findings, which indicate a significant average difference between the control class and the experimental class, demonstrate its effectiveness in enhancing the profile of Pancasila students. Additionally, the N-gain data shows that the experimental class experienced a moderate increase compared to the control class, which experienced a low increase. However, further development is necessary, as the score gains are still moderate. The diversity in score gains suggests that there is still much room for innovation. Similar modules can be developed using various materials to further advance learning. These modules need to be adapted to meet students' diverse learning preferences. Teachers are encouraged to develop innovative learning resources tailored to each P5 theme to enhance student engagement and curiosity. Additionally, incorporating the surrounding environment into the learning process can significantly enrich students' educational experiences, making their activities more relevant and impactful.

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