# Paseban House Model: Design of Learning Model in the ICT-Based Pancasila Student Profiles Strengthening Project

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**Abstract.** The decline in trust in the values of Pancasila, which has led to intolerance, violence against children and women, bullying, pornography, drug abuse, and technological disruption, poses challenges in the school environment. To address these issues, it is necessary to have learning that develops character values through the Pancasila Student Profile Strengthening Project (P5) using the Paseban house model based on local wisdom representing Pancasila values utilizing Information Communication And Technology (ICT). Therefore, the aim of this research was to develop a P5 learning design through an ICT-based Paseban House model. The learning design was developed using the Educational Design Research (EDR) method analyzed through a thematic approach based on the stages of EDR method. The research results showed a crisis in students' character as they enter adolescence, manifesting in violent behavior, decreasing respect and honor, a lack of responsibility and honesty, thus necessitating learning to prevent this crisis through the P5 learning design with the Paseban house model based on local customs and culture values. To facilitate P5 learning with the Paseban house model, this learning design utilized ICT, specifically the Learning Management System (LMS), as an easily accessible learning innovation regardless of time and place due to the rapid technological advancements and the spread of COVID-19.

*Keywords*: paseban house; ict; pancasila student profile strengthening project

## INTRODUCTION

Pancasila is the foundation of the state and the national ideology of Indonesia in building a superior and globally competitive national character (Irawati et al., 2022). However, there are challenges in teaching and strengthening the understanding of Pancasila values to students, especially in the context of Equal Education Units which may have limitations in resources and accessibility. One of the challenges that need to be addressed is the use of Information and Communication Technology (ICT). The use of ICT has become an integral part of daily life, especially in the field of education, providing broader, interactive, and innovative access in the learning process (Arifin et al., 2021).

The use of ICT in the learning process has been increasing, especially during the COVID-19 pandemic. This is validated by academics who believe that the use of ICT will continue beyond the COVID-19 pandemic (Ziemba & Eisenbardt, 2022). Therefore, after the COVID-19 pandemic, ICT-supported learning requires

more support to develop school administration, one of which is planning the provision of facilities and infrastructure to be collaboratively utilized by teachers in teaching and learning activities (Oyier et al., 2015; Huang et al., 2023). The utilization of ICT in education has opened new opportunities in the learning process. It can enhance accessibility and flexibility, allowing learners to independently access learning materials and interact with fellow students through online platforms (Ali, 2020).

Utilizing ICT in one of the learning models, namely Rumah Paseban (Paseban House), can be implemented as an innovative and effective learning model to strengthen students' understanding and awareness of Pancasila values. This is because Paseban House is an educational model that focuses on character and personality development based on local customs and cultural values (Rohaeti et al., 2019).

The Paseban House model has emerged as an interesting approach in the development of equality education programs by Rohaeti., et al. (2019). According to the research, this model has advantages in integrating local wisdom with formal education, helping enhance cultural identity and local values among students. Additionally, the study found that the Paseban House model can increase students' social engagement through communal activities and participation in the surrounding community. However, there are some shortcomings that need to be considered to address challenges in adapting to different local contexts, given the diverse cultural and traditional differences among regions.

However, with the changing times, various issues and challenges have emerged that the community faces in strengthening the character of the next generation including a decline in trust in Pancasila, intolerance, violence against children and women, bullying, pornography, drug abuse, as well as challenges related to demographic bonuses, the characteristics of Generation Z and Alpha, and technological disruptions (Kepala Pusat Penguatan Karakter, 2022). This is supported by the findings of the Research and Development Institute for Religious and Religiosity Education of the Ministry of Religious Affairs of the Republic of Indonesia in 2021 regarding the student character index in the secondary education level that The Student Character Index (IKPD) in Secondary Education in 2021 was recorded at 69.52, which is a composite score derived from 70 indicators grouped into five dimensions: 1) religiosity, 2) nationalism, 3) independence, 4) mutual cooperation, and 5) integrity, across 34 provinces in Indonesia (Murtadlo et al., 2023).

From the statements above, it can be concluded that efforts are needed to enhance students' character through the Pancasila Student Profile Strengthening Project (P5). This project (P5) provides an understanding and implementation of Pancasila values as a crucial foundation in shaping good character in students, including national character and global perspectives (Susilawati et al., 2021). Therefore, the Pancasila Student Profile Strengthening Project (P5), which will be researched in the Equality Education unit, is the Community Learning Activity Center (PKBM). This is an alternative educational institution for those who cannot access formal education, providing opportunities for adults to continue learning and enhance their skills in an inclusive environment, thereby improving individual skills, knowledge, and capacity (Ansori & Firdaus, 2020).

Therefore, developing P5 through the Paseban House learning model can be integrated with ICT as a means to enhance the quality of teaching and the curriculum in PKBM and the utilization of information and communication technology (ICT) is essential to improve the effectiveness of learning processes (Rimbarizki, 2017). Thus, the study on the implementation of the ICT-based Paseban House model in the Pancasila Student Profile Strengthening Project at PKBM is relevant and crucial in the development of Pancasila education and contributes to preparing the younger generation with a strong understanding and active engagement in Pancasila values as well.

Implementing the ICT-based Paseban House model in the Pancasila Student Profile Strengthening Project at PKBM is important to be researched for several reasons: 1) Enhancing understanding of Pancasila values forming the foundation of Indonesia's ideology and national identity is essential in facing challenges in the era of digitization to maintain that the understanding of that values remains pertinent and updated in line with developments. 2) Developing the character and personality of PKBM students in facilitating educational equalization through the ICT-based Paseban House Model based on local customs and cultural values as well

as the values of Pancasila. This is important to shape a younger generation with emotional intelligence, ethics, and a positive attitude in community life. 3) The utilization of technology in education is driven by the widespread changes in the educational paradigm. Therefore, the use of ICT in strengthening the Pancasila student profile project at PKBM has the potential to enhance the effectiveness of learning, overcome accessibility limitations, and encourage active student engagement in the learning process. This research is important for exploring the potential and challenges in the utilization of technology in the context of Pancasila education. 4) Contribution to the development of Pancasila education that contributes to the development of Pancasila character values relevant to current technological advancements. The purpose of this research is to develop a learning design through the Strengthening Pancasila Student Profile Project using the ICT-based Paseban House model.

**METHODS**

Based on a literature review of the Strengthening Pancasila Student Profile Project (P5), the Paseban House learning model, and the utilization of ICT media, the research method used was Educational Design Research (EDR). This method is an effort by practitioners to academics to creatively and critically solve a problem by designing and developing learning activities in the form of instructional tools such as teaching and learning activities, materials, strategies, models, methods, and learning media (Dunn et al., 2019).

The type of EDR method used in this research was the model of McKenney & Reeves (2014). This type of model explains three stages, namely 1) the exploration and analysis stage, 2) the design and construction stage, 3) the evaluation and reflection stage (McKenney & Reeves, 2014). Based on three stages explained, the writers conducted the stage 1 and 2, taking into account the ICT media owned by the PKBM as well as the professional and pedagogical competence of educators in utilizing ICT media. In stage 1 and 2, the researchers utilized documentary studies of 12 research journal articles related to P5, the paseban house model, and ICT media.

This design was crafted for students at the Equal Education Unit level to participate in further research in their learning implementation. In the data analysis process, the researchers employed data credibility tests to assess data authenticity. The type of validity test used in this research is triangulation with source triangulation types. By using this source triangulation type (Mekarisce, 2020), the researchers conducted data verification through various sources, including literature reviews on the paseban house model, P5, and ICT in the form of research articles. It is hoped that with the results of this research, data validity through data triangulation can be continued with a member check as the final stage in credibility testing.

The researchers' stages in the study involved, firstly, an analysis of the literature review on the Strengthening Project of Pancasila Student Profiles (P5), the Paseban House model, and the utilization of ICT media. Subsequently, the researchers attempted to design and select ICT media that could support the Paseban House model through P5 as the second stage of the research. Therefore, data collection was carried out through a literature review of P5, the Paseban House model, and ICT media. To support the data obtained from the literature review, the researcher played roles as an analyst and designer in this study. After analyzing the literature review, this design was intended for students and educators because the utilization of ICT media in education in this era has become one of the essential 21st-century skills, as explained by Battelle for Kids (2019).

Based on the data obtained from the literature review, the researchers employed thematic data analysis as a technique to obtain explanations for the predetermined research objectives (Charmaz, 2012). This technique was chosen because it was able to provide explanations for the research objectives developed from the literature review as an ideal theory analyzed by comparing and connecting various ideal and practical theories according to the stages of EDR.

**RESULTS AND DISCUSSION**

Based on the thematic analysis of EDR stages using McKenney & Reeves (2014) model through documentation studies towards 13 research articles on P5, Paseban House model and ICT media, the following results were obtained:

**The Stage of Exploration and Analysis**

In this stage, the researchers explore issues arising from the analysis of the literature review on the Pancasila Student Profile Strengthening Project (P5). This is evident in the crisis of character among students, especially those in their adolescence, such as acts of violence against peers, fights, a decline in respect for and appreciation of adults, a decrease in responsibility and honesty, and issues related to digital media, specifically cyber-bullying (Zubaidah, 2019) because research has found that during childhood, the character education provided and taught by parents and schools as the first and second educational influence is perceived to be insufficiently optimally stimulating. This is evident from the unstable mental condition of children, causing a lack of effective filtering of various information, leading to rebellious behavior due to unfiltered thought processes and difficulty in controlling emotions (Yati, 2021). Furthermore, another factor contributing to the decline in character values, based on the research results from the Research and Development Center for Religious and Religious Education of the Research and Development Agency and Training of the Ministry of Religious Affairs of the Republic of Indonesia in 2021, is that the occurrence of the COVID-19 pandemic has an impact on developing students' characters, especially in the dimensions of independence and mutual cooperation (Murtadlo et al., 2023).

With the emergence of various issues related to character values, the Ministry of Education, Culture, Research, and Technology, through the Agency for Standards, Curriculum, and Assessment, has been developing project-based extracurricular activities to strengthen competencies and characters in accordance with the fundamentals of Pancasila, known as the Pancasila Profile Strengthening Project (P5). It is designed to continue the identity, ideology, and aspirations of the Indonesian nation in the future. Moreover, P5 can serve as a response to the challenges faced by Indonesia in the 21st century, enabling active participation in sustainable global development. The six key dimensions that can be organized, developed, and learned by students through P5 are 1) faith, piety toward the One Almighty God, and noble character, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical thinking, and 6) creativity (Satria et al., 2022; Ulandari & Rapita, 2023).

However, in 2019, there was a global outbreak of a disease that affected human life socially. Due to the rapid spread of this disease, many countries implemented national and international social restrictions (Lestari et al., 2020). One of the fields impacted was the field of education, thus altering its system in the teaching and learning activities (Ali et al., 2020). Through the Ministry of Education, Culture, Research, and Technology, a remote learning program was designed and implemented through the policy of Guidelines for Implementing Learning from Home During the Emergency Period of Corona Spread Virus Disease COVID-19 (*Guidelines for Conducting Home Learning During the Emergency Period of Corona Virus Disease Spread*) which is an elaboration of Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in Accelerating the Handling of Corona Virus Disease 2019 (Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of Corona Virus Disease 2019, 2022), thus, the implementation of learning utilized ICT (Information and Communication Technology) as a means for teachers and students to communicate.

With the emergence of the COVID-19 pandemic, learning through ICT (Information and Communication Technology) has continued to evolve. This is in line with the development of numerous applications, leading to the emergence of the latest one, namely Artificial Intelligence (AI), which provides an engaging learning experience for exploring theories to solutions (Rahiman & Kodikal, 2023). The selection of ICT media in learning during COVID-19 aimed to avoid a decrease in the quality of teaching and learning activities and to maintain the existence of educational institutions (Herwina & Islahudin, 2023). Therefore, the

development of ICT media has an impact on the character values of male and female students at the equality education level. This is supported by the research of Lestari et al., (2020) That ICT-based learning media during the Covid-19 pandemic has become one of the solutions for teachers in transforming knowledge into an engaging form when children were learning at home.

**The Stage of Design and Construction**

Designing the ICT-based Paseban House model of learning in the Pancasila Students Profile Strengthening Project is adjusted to the context of PKBM learning by linking it to the objectives of strengthening the Pancasila student profile. The next model is the design created by using a digital learning platform that serves as the main center for implementing the Paseban House Model through a Learning Management System (LMS). It is a software which can help to support online learning (Simanullang & Rajagukguk, 2020), Moreover, the ease of Learning Management Systems (LMS) in the learning process can be accessed not only through specific applications but also through operating systems such as Windows, macOS, Linux, Android, and iOS (Dirto, 2021). LMS has an impact on teaching and learning activities in the form of e-learning, but practically it is less suitable for use in higher education, making this topic an increasingly popular subject for further research. This is because research results obtained from Asia and Europe regarding the use of LMS show different outcomes (Pérez-Pérez et al., 2020; Laeeq & Memon, 2021; García-Murillo et al., 2023).

However, research on LMS is still rarely encountered. Even though, the use of LMS is not limited to higher education level only, but it can also be applied to middle and high school levels considering that at these levels, the use of ICT media as learning tools is already common, including hardware devices, software, and internet usage. Additionally, there are some considerations to be noted, such as the existence of LMS protected by a server-based company that incurs costs, aiming to provide digital teaching materials to users and assess students' abilities based on learning objectives (Dobre, 2015). The utilization of Learning Management Systems (LMS) in education can be accessed anywhere and anytime, featuring: 1) Class management by educators, 2) Monitoring students' learning activities based on learning time, 3) Delivering lessons with various provided activities such as quizzes and group or individual discussions, 4) Assessing assignments and quizzes, 5) Enrolling students in LMS classes, 6) Creating accessible learning schedules for students  (Cavus, 2015; Simanullang & Rajagukguk, 2020).

LMS as a learning media has various types, including open-access LMS, proprietary LMS, and cloud-based LMS (Dobre, 2015). Various LMS platforms can be used for online learning. However, in this study, the type of LMS to be discussed is Open Source LMS, one of which is Modular Object-Oriented Dynamic Learning Environment (Moodle). It was designed by Martin Daugiamas on August 2002 (Simanullang & Rajagukguk, 2020). It is an application program that can transform learning materials into web-based forms. It is one of the well-known and best Open Source LMS in its usage compared to other types (Pérez-Pérez et al., 2020). This is evident from Moodle's usage of language, offering support for 45 languages (Dirto, 2021). Therefore, it can be concluded that the availability of 45 languages in Moodle indicates the wide reach of Moodle across many countries.

To facilitate the use of Moodle, features that can be utilized during online learning will be explained, including virtual classrooms, discussion forums, live chats, online quizzes with various question types such as multiple-choice, essay, true/false, automatic grading, and certificate creation (Simanullang & Rajagukguk, 2020; Dirto, 2021). As for some pictures illustrating the features of Moodle, they are as follows:
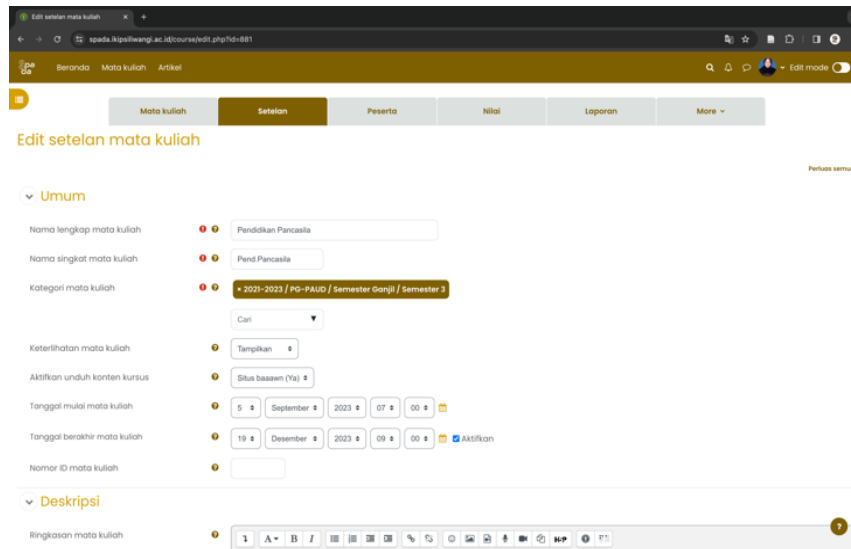
**Figure 1.** the Display of Learning Schedule

In the Moodle interface for creating schedules, as described in figure 1, educators can specify the start and end dates of the learning period and set specific times for each session. Scheduling can be repetitive for specific days and weeks. This schedule helps instill discipline in both students and educators regarding the timing of learning activities.
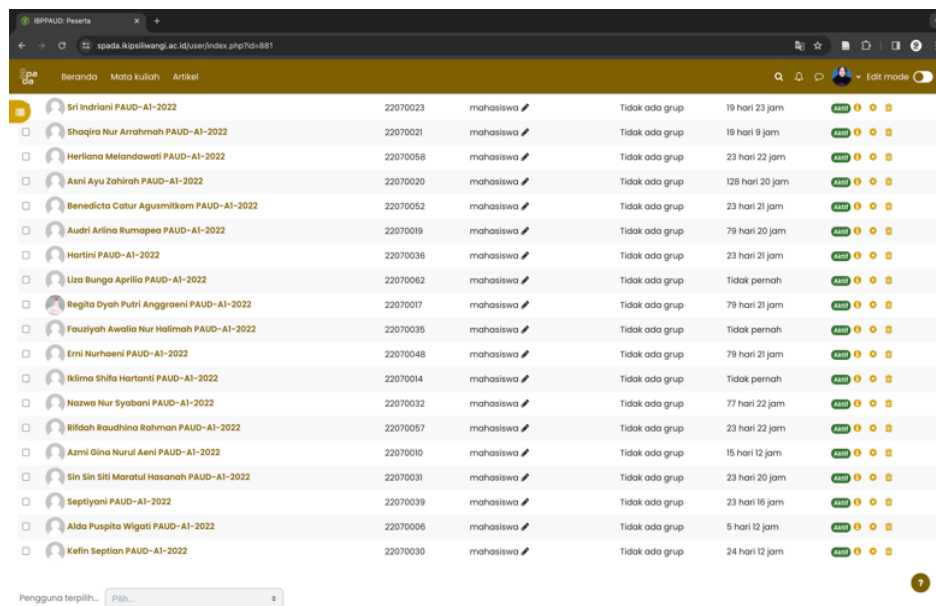


**Figure 2.** the Display of Students' List in LMS Class

In figure 2, a list of student names is displayed in the Moodle class. When registering students, educators can register them independently based on the student's name or based on the class list already registered by the school operator. If there are students who are not yet registered in the class but already have a Moodle account, educators can register them independently by changing the educator's role to manager by changing the edit mode located at the top right corner of figure 2.

**Figure 3.** the Display of Assessing Assignments in LMS Class

The advantage of using Moodle in teaching and learning activities is that planning, implementation, and assessment activities are all done within one system. This is evident from figure 3, which shows student assessment images accessible to teachers in the LMS. Assessments are obtained from various learning planning and implementation activities such as downloading files related to lesson planning for one semester, learning materials in file format and URL links, creating assignments, creating quizzes, and submitting assignments in file formats such as Microsoft Word, Microsoft Excel, PDF, and website URL links. From giving assignments, educators can directly check and assess them through Moodle.

Based on the explanation of Moodle features in the image, it is hoped that with the use of Moodle, the implementation of P5 with the Paseban house model can motivate students to learn wherever and whenever between educators and learners in the discussion space through chat features aimed at encouraging students to actively express opinions, share experiences, and ask questions, especially about the stages of P5 implementation with educators. This is in line with research conducted by Shaame et al., (2023) that 95% of the respondents surveyed stated that they agree that Moodle is able to motivate learning for students.

Therefore, it is expected that the utilization and usage of LMS, which is part of the development of ICT media, are able to facilitate tutors in conducting teaching and learning activities to be easier and more flexible, especially in the P5 program which has several stages before conducting the final P5 stage. The stages of the P5 program include: 1) forming a P5 facilitator team consisting of a number of educators who play a role in planning, executing, and evaluating projects for the entire class. 2) Identifying the readiness stages of educational units in implementing P5 by understanding project-based learning in general. 3) Designing the dimensions, themes, and time allocation of P5, especially in equivalency education. 4) Compiling project modules. 5) Designing strategies for reporting project results (Satria et al., 2022).

As for the stages of the P5 program that can involve LMS, it is in stage 3, which involves designing the dimensions, themes, and time allocation of P5. In this stage, teachers can discuss the theme of the Pancasila student profile strengthening project through classes created by educators in the LMS to create virtual classes. To start the discussion, educators have prepared questions that prompt students to think critically about the theme. The P5 theme that educators can apply in equivalency education can be adjusted according to empowerment programs and skill programs (Satria et al., 2022). The theme can be discussed through conference applications like Zoom Cloud Meeting or Google Meet, where the link to the virtual conference is inserted into the LMS class. Zoom Cloud Meeting, or simply Zoom, provides an opportunity for both educators and students to engage in virtual group discussions, role-playing exercises, or collaborative projects using various devices such as smartphones, tablets, and laptops. Thus, Zoom serves not only as a tool but also

as a learning environment and social space for sharing experiences, perceptions, and expectations (Barbosa & Barbosa, 2019; Ishii & Soltani, 2021) Discussing the theme through a discussion on local wisdom, considering the social space aspect, the accessibility of Zoom from anywhere and anytime facilitates students in carrying out P5. In addition to using Zoom or Google Meet, educators can utilize discussion or chat features provided by the LMS, ensuring that learning continues without the need for displayed videos. During discussions, educators can assess the dimensions of P5 that have been formulated through various learning activities supporting P5, such as creating timelines, deadlines, and learning activities for the next meetings until the project can be presented. Educators can not only engage in discussions on the LMS but also provide materials explaining the project objectives, the instructional media needed during the project implementation, and conduct assessments by asking open-ended questions about the ongoing project. These steps represent the fourth step (Satria et al., 2022)

Learning with the Paseban house model based on ICT can integrate local wisdom into learning materials and activities towards the relevance of Pancasila values with the local culture and traditions of students in Community Learning Centers based on the current issues, one of which is technological development (Sulistiawati et al., 2022). Therefore, based on the statement above, it can be concluded that the Paseban house model, which is based on local wisdom, aligns with the dimensions of Pancasila values from the P5 program, which is a characteristic of Indonesia that can be integrated into the teaching and learning process (Satria et al., 2022; Sulistiawati et al., 2022; Ulandari & Rapita, 2023). To facilitate students' understanding in ICT-based P5 learning, teachers are required to create teaching materials that represent the content to be delivered in accordance with the learning outcomes (Purwasi et al., 2023). Therefore, they need to create engaging teaching materials to enhance students' learning motivation, one of which is to develop an e-module. An electronic module or e-module is a modification of conventional modules using ICT media, capable of incorporating videos, audios, and animations (Miftakhurrohmah et al., 2023). Through this e-module, teachers can explain in detail and in an engaging manner, especially on P5 material that specifically elaborates on the character values based on the foundation of the Republic of Indonesia, Pancasila, as well as character values integrated by local wisdom. Learning themes that can be explained in the e-module according to Satria et al., (2022) include climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic living, so that learners can take concrete actions in responding to these issues according to their learning stages and needs.

The utilization of LMS in teaching and learning activities can be one solution to facilitate tutors and students in community education as an important asset to enhance teaching and learning (Shaame et al., 2023). This is in line with the approach of community education learning, which can be implemented through various approaches such as community center classes, seminars, local workshops, and others that can be transformed by LMS (Darmawan et al., 2023). Furthermore, the utilization of LMS applied in adult education can enhance tutors' ability to involve ICT in more flexible learning in the modern era. Not only are tutors facilitated in integrating ICT media into their teaching, but adult learners are also motivated to learn, in line with research findings Ida & Ridwan (2023) that learning model involving digital media to develop their abilities is a learning solution that provides convenience and increases adult learners' interest in learning, whereas research according to Rahmat et al., (2022) The utilization of ICT media in project-based learning models can be applied to adults according to the ICT media provided and adults' abilities in using ICT media.

## CONCLUSION

The conclusion drawn is that this design can be an innovation for educators to keep up with technological advancements in teaching about character values based on the foundation of the Republic of Indonesia, namely Pancasila, as the identity of the Indonesian society through the P5 program. By utilizing ICT media for P5 learning, the researchers analyzed LMS as an ICT media that can be developed by educators due to its comprehensive use, such as: 1) Classroom management by educators, such as managing learning materials,

assignments, and grade management, 2) Monitoring student learning activities based on learning time, such as the time of assignment submission by students, 3) Delivering learning through various activities provided, such as group or individual discussions, 4) Assessing assignments and quizzes directly in the LMS, 5) Student registration by teachers in the LMS class, 6) Creating a learning schedule accessible to students. The contribution of this research lies in its potential to guide educators in effectively implementing ICT tools to foster character development and improve educational outcomes in Indonesia.

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