

Validity and Practicality Meta-analysis: Teaching Modules Nuanced by the Pancasila Student Profile in Implementing Merdeka Curriculum

Safira Hayyu Fauzia ✉

Universitas Negeri Padang, Indonesia

Lufri

Universitas Negeri Padang, Indonesia

✉ safhyuu@gmail.com

Abstract

Education helps shape people's positive perceptions so that they can reach their full potential. Article 3 of Law No. 20 of 2003 concerning the Education System states that students can develop into complete and dignified human beings. To develop noble morals, students must apply the Pancasila values contained in the Pancasila Student Profile in the Merdeka Curriculum. The Merdeka Curriculum greatly emphasizes allowing instructors to create their courses. Meta-analysis examines several research findings on related issues as part of a more extensive study. The purpose of this meta-analysis study is to evaluate the level of validity and applicability of each data collected. Based on the

results of the analysis conducted on 10 articles, the Pancasila Student Profile Nuanced Module is very appropriate for use and development in the classroom, with a validity result of 91.87%

and a practicality result of 82.56%. Thus, the Teaching Module Nuanced with the Pancasila Student Profile can be used in school learning when implementing the Merdeka Curriculum.

Keywords

Merdeka Curriculum, Teaching Module, Pancasila Student Profile

Introduction

Education helps shape people's positive perceptions so that they can reach their full potential. According to Article 3 of Law No. 20/2003, Education, "Education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." The content of this article leads us to the conclusion that education should strive to help students develop into conscious and highly moral human beings. This knowledge leads to the conclusion that education can be a step in helping learners achieve the goals of national education by helping them develop their potential according to their abilities. Therefore, to achieve its goals, the government created a curriculum that can change with the times.

One of the the Merdeka Curriculum program, also known as Independent learning, aims to create a comfortable learning environment. This educational method, called "Merdeka Belajar," creates a comfortable learning atmosphere for all students (Komang et al., 2022). The Merdeka Curriculum greatly emphasizes allowing instructors to develop their courses.

Teachers in education units create contemporary teaching modules by utilizing the Merdeka Curriculum. Teachers in education units must compile teaching modules thoroughly and methodically to ensure that learning is dynamic, interesting, fun, and challenging. This will encourage students to participate actively in the learning process and provide ample opportunities for initiative, creativity, and independence based on their abilities, interests, and personal development—students' physical and psychological attributes (Rahimah, 2022).

In addition, the Merdeka Curriculum teaching modules designed by teachers should ideally foster the development of students' attitudes and skills and require them to master and be proficient in the knowledge component alone (Muhammadiyah & Hamka, 2023). The central government provides modules that teachers can choose to reform or change. Modifications must still follow the pattern of adapting the program to the needs of individual students. Of course, this is in accordance with learning and evaluation requirements; after all, the primary purpose of module development is to create teaching materials (Phil, 2021). 1) Have faith, fear God Almighty, and have noble character; 2) Globally diverse. 3) Independent. 4) Mutual cooperation; 5) Critical reasoning; and 6) Creative.

Decree 009/H/Kr/2022 from the Head of the National Education Standards Agency, Education Curriculum and Assessment Agency, Ministry of Education and Culture explains the dimensions, elements, and sub elements of the Pancasila Student Profile. It states that the Pancasila Student Profile serves as a guideline for teachers in the Merdeka Curriculum to help develop the Pancasila character and competencies of learners.

Problems in the current educational environment demand the importance of character education, such as the problem of moral degradation in students (Susilawati et al., 2021). Many forms of

deviant behavior are found in the school environment, including losing honesty and responsibility in students, such as cheating on exams, not doing assignments, being late for school, losing courtesy towards teachers, bullying others, and others behaviors (Surodiana, 2020).

Students moral degradation can be caused by character education programs that are not extensive and do not involve all interested parties. Fahdini et al. (2021) also stated that one of the causes of moral crisis among students is the lack of character education taught at school. In addition, other factors that can affect students' lack of character education are parenting, the surrounding environment, the school social environment, and others (Hasanah, 2019).

Therefore, collaboration and cooperation between parents, educators, students, and all agencies in the community are needed to realize character in students. The effort to learn character education is not only a movement in the education system but also a movement and responsibility of all parties (Marwiyati, 2020). The formation or cultivation of students' character in the education system can be obtained through learning activities at school. One is to include character values in the learning media students use. Therefore, the success of instilling character values in students is primarily determined by the pedagogical competence of teachers (Purwanto, 2022).

Based on the explanation above, the author examined the validity and practicality of teaching modules nuanced with the Pancasila Student Profile in implementing the Merdeka Curriculum. The purpose of this meta-analysis study is to evaluate the level of validity and applicability of each data collected to prove that the application of the Pancasila Student Profile in the Merdeka Curriculum is still not optimal in the ability of students, so it is necessary to realize that the importance of applying the Pancasila

Student Profile to students to implement the application of Pancasila-valued characters in the Merdeka Curriculum.

Research Methodology

Meta-analysis research was used in this study. Meta-analysis examines multiple research findings on related issues as part of a more extensive study. The literature about Teaching Modules and Pancasila Student Profile were collected as part of the data collection method. The purpose of this meta-analysis study was to evaluate the level of validity and applicability of any data collected. All published materials related to educational research that discussed the module and the Pancasila Student Profile became the population of this study. Ten journal articles were sampled.

Coding facilitates data collection and analysis, which is one of the requirements for meta-analysis. The name of the researcher, the year of the study, the title of the study, the percentage of validity, and the practicality of the findings are the variables used to code and generate the information needed to determine the validity of the development of the Pancasila Student Profile Nuanced Module. Development is carried out by validation obtained from several aspects, namely aspects of content feasibility, linguistic, presentation, and graphical aspects. The last stage is to calculate the final average of the validity of these aspects using the following formula:

$$\text{Percentage} = \frac{x}{y}$$

Information:

X= Number of percentages earned

Y= Lots of data

Product validity result categories are shown in the following table:

Table 1. Product Validity Criteria

Percentage	Criteria
90% - 100%	Very Valid
80% - 89%	Valid
65% - 79%	Moderately Valid
55% - 64%	Less Valid
≤ 54%	Not Valid

(Purwanto, 2012)

Practicality is the ease of use of the resulting product. Its practicality can be tested on students and teachers. Product practicality categories are presented in the following table:

Table 2. Product Practicality Categories

Percentage	Criteria
90% - 100%	Very Practical
80% - 89%	Practical
65% - 79%	Quite Practical
55% - 64%	Less Practical
≤ 54%	Impractical

(Purwanto, 2012)

The results of product practicality from teachers and students become variables that are analyzed and researched

Result and Discussion

Research Results

Based on the analysis conducted on the 10 articles, the characteristics of each article were found in the following table.

Table 3. Characteristics of the 10 articles that have been analyzed

No.	Article Title	V	P
A1	Development of Biology E-Module Based on Local Wisdom of the Baduy Tribe to Strengthen the Profile of Pelajar pancasila in Class X Senior High School	83,6%	87%
A2	Development of Sukuraga Wayang Wayang Based Watercolor Painting E-Module to Develop Pancasila Student Profile Character	85%	92%
A3	Development of Digital Teaching Materials for Pancasila Education Based on Pancasila Student Profile Class V SDN 2 Tubanan Jepara	94%	88%
A4	Development of Teaching Modules Based on <i>the Discovery Learning Model</i> in Developing Pancasila Class IV Elementary School Student Profiles	98,75%	98%
A5	Interactive E-Module Based on Pancasila Student Profile in Science Subjects Indonesian Cultural Property Material for Grade IV Elementary School Students	90,3%	98%
A6	Development of PPKN SD Digital Textbooks Integrated with Pancasila Student Profile in Supporting the Independent Curriculum	92,96%	98,25%
A7	Development of Mathematics Learning Modules on Geometry and Measurement Materials Based on Pancasila Student Profiles	93,3%	90,53%
A8	Development of e-module on Islamic religious education and material ethics to	95,6%	94,5%

No.	Article Title	V	P
	avoid character-based promiscuity of Pancasila Akhlak Mulia Phase-E students using the professional flip pdf application at Sman 1 Rengel Tuban		
A9	Development of Mathematics Modules Based on <i>Contextual Teaching and Learning</i> (CTL) with nuances of Pancasila student profiles on building material for flat-sided rooms in Class VIII SMP Swadhipa 1 Natar	94,7%	94,3%
A10	The Value of Local Wisdom in Sukuraga Wayang-Based E-LKS as a Manifestation of Pancasila Student Profile	90,5%	85%
Average		91,87%	92,56%

Discussion

Based on the analysis conducted on 10 articles, the validity result is 91.87%, and the practicality result is 82.56%. In accordance with the data mentioned, the Pancasila Student Profile Module is very appropriate for use and development in the classroom. Developing the learning process included in the independent curriculum provides independence for educational institutions to carry out the learning process independently (Oksari et al., 2022). School institutions must take several steps and make a lot of progress to implement this independent curriculum properly. These include improving facilities and infrastructure and preparing human resources in the education sector (Suryani et al., 2023).

A more straightforward and more comprehensive curriculum is one of the characteristics or advantages of the Merdeka Curriculum. The Merdeka Curriculum emphasizes core

information while developing students' skills according to their talent level. Learning with the Merdeka Curriculum is more meaningful, fun, and not rushed. Independence is the second quality. Aforementioned quality entails diversifying intra-curricular teaching with better quality content so that students have sufficient time to solidify their competencies and understand the subject in greater depth. Relevant and interactive is the third quality. To develop critical thinking, empathy, and the ability to solve complex problems as a means of character and competency building, project-based learning in an independent curriculum can allow students to actively explore and describe real contemporary issues such as sanitation, economics, environment, and others (Priantini et al., 2022).

Profil Pelajar Pancasila

The idea behind Syaefulloh's Profil Pelajar Pancasila (2022:2145) is to help the next generation of the nation by advancing the President's vision and mission to establish Pelajar Pancasila as a means of encouraging the development of an advanced, independent, and sovereign Indonesia. Uktolseja et al. (2022: 153) describe the characteristics of Pelajar Pancasila, including the character-building program run by the government, which is integrated into the curriculum. Pancasila Student Profile, which emphasizes attitudes and behaviors in accordance with the identity of the Indonesian nation in addition to their cognitive abilities, must be nurtured through school culture and project-based learning. The Pancasila Student Profile consists of six dimensions: 1) Believing, fearing God Almighty, and having noble character; 2) Globally diverse. 3) Independent. 4) Mutual cooperation; 5) Critical reasoning; and 6) Creative. These factors are expected to impact students' ability to face twenty-first-century problems significantly (Satria et al., 2022: 2).

The Pancasila Student Profile translates national education goals, forming students with character. The Pancasila Student Profile acts as the primary reference that directs educational policies, including being a reference for educators in building the character and competence of students (Kemendikbud, 2022). The importance of character education has become a national education goal of the Indonesian nation. The purpose of education is none other than for a human being who has faith and devotion to God Almighty, has a noble character, is healthy, intelligent, feeling, willing, able to work, has a personality, has a society, and is cultured (Sujana, 2019). Character education aims to shape the character of a learner so that students become moral, noble, tolerant, resilient, and behave well (Sahroni, 2017). The purpose of developing a teaching module with the Pancasila Student Profile is to help teachers motivate students to develop their character and to assist teachers in encouraging learners to apply character values in everyday life (Sahroni, 2017).

Character values in everyday life. In addition, it is expected that students will be able to independently improve, use their knowledge, study, and apply character values in daily practice. Pradita et al. (2017) stated that students' character will be increasingly formed with the more frequent activities of students in character-loaded learning media. Therefore, character education must always be taught, made a habit, and trained consistently, and then it becomes a character for students.

Teachers need a learning tool that serves as a guide for learning steps during the learning process. Teaching modules are educational resources contained in the independent curriculum. Many teachers still do not have the necessary knowledge to create and compile lesson plans that meet the requirements of an independent curriculum integrated with the Pancasila Student profile. According to Maulida (2022:131), this results in a less-than-ideal learning process because if the teaching module is

poorly designed, the delivery of learning materials will be haphazard, creating an imbalance between teachers and students. In addition, because only the teacher can explain, learning will be passive and seem less enjoyable due to poorly planned teaching modules.

Conclusion

Ten articles in the Meta-analysis research examining the Pancasila Student Profile in the Teaching Module for Implementing the Merdeka Curriculum have met the valid and practical categories. Thus, the Teaching Module with the Pancasila Student Profile can be used in school learning to implement the Merdeka Curriculum. The development of this Teaching Module is expected to help teachers produce practical, enjoyable, and fun learning

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