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Integration of the Pancasila student profile in physical education learning

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ABSTRACT

Background: The integration of the Pancasila Student Profile (PSP) in physical education (PE) learning represents a significant endeavour to align educational practices with national values and aspirations. Through rigorous research and thoughtful implementation strategies, educators can harness the transformative potential of PE to cultivate socially responsible citizens who embody the spirit of Pancasila in their actions and interactions within the broader Indonesian society. **Research Objectives:** The aim of this research is to determine the level of integration of Pancasila student profiles in physical education learning in Bengkulu City. **Methods:** The quantitative research method was used to achieve this goal. The sample was 432 students whose taken randomly among the elementary school, middle school, and high school. **The instrument in this research was a questionnaire.** The data was analysed using the mean ideal and the deviation standard ideal. **Finding/Results:** The integration of the PSP in schools in the city of Bengkulu has four different categories. In the very high category, the frequency is 51; in the high category, the frequency is 301; in the moderate category, the frequency is 78; and in the low category, the frequency is 2. **Conclusion:** The Pancasila profile of students learning PE in Bengkulu City is well implemented. The novelty of integrating the PSP into PE learning lies in its unique approach to instilling national values and character education in the PE curriculum. This integration aims to encourage holistic student development by combining physical education learning with the values of God-fearing, independence, global diversity, cooperation, critical thinking, and creative thinking, which are the core of the Pancasila student profile.

Keywords: Pancasila student profile; physical education; learning

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INTRODUCTION

Indonesia is known as a pluralistic nation that has various ethnicities, tribes, religions, cultures, and languages (Soekarba, 2018). The pluralism of the Indonesian nation is the main capital for internalising national values (Nurman et al., 2022). However, in certain situations, the diversity of the Indonesian nation will give rise to various conflicts of

interest, social problems, and population presentations (Nuryadi et al., 2020). Therefore, as a pluralistic nation, concrete steps are needed to integrate and optimise all existing potential, especially in the field of education.

The Indonesian government, through the Ministry of Education and Culture, has made various efforts to overcome the negative impacts and develop the potential of pluralism. One of these efforts is to integrate Pancasila values into the learning process at every level of education in Indonesia, which is called the Pancasila student profile (Kemendikbudristek, 2022). Pancasila is the philosophy of an Indonesian country that consists of five pillars: (a) believing in the one supreme God; (b) just and civilised humanity; (c) the unity of Indonesia; (d) democracy led by understanding wisdom among the honourable representatives from the parliamentary house; and (e) social righteousness and justice for the citizens of Indonesia. Through the Pancasila student profile, it is hoped that it can become a means to create Indonesian students who care about making a positive contribution to the environment, become lifelong, intelligent students, and implement Pancasila values in their daily lives (Nurdyansyah et al., 2022). Therefore, the integration of Pancasila students at every level in educational units must be realised in the learning process.

The Pancasila student profile (PSP) is a concrete step to realising students in Indonesia as lifelong learners who have global competence and behave according to Pancasila values, with the main characteristics being: faith in God, noble character, global diversity, *gotong royong* (cooperation), independence, critical reasoning, and creativity (Qomariah & Hidayati, 2023). To implement the Pancasila student profile, teachers, as the front guards of education, have a very vital role (Faizah et al., 2023). Teachers are required to have adequate competence in internalising Pancasila values into the learning process (Ruaya et al., 2022). The existence of teachers who can act as role models will make it easier for students to internalise the values of Pancasila (Nurizka et al., 2020). Therefore, teachers must be able to provide good examples through real actions that reflect personality based on Pancasila values, such as starting and ending learning with prayer, instilling the value of cooperation in students, creating learning that can stimulate students to think critically, and having high creativity to create a pleasant learning atmosphere for students.

Integrating the PSP in the learning process is expected to be a solution to the widespread intolerance in the world of education that threatens Pancasila's philosophy of life. The problems of intolerance in the world of education include social conflicts that are caused by race and religion, violations of human rights, and radicalism (Rohman & Huriyah, 2022). The research results found that several state schools and universities in Indonesia were exposed to intolerant and radical ideologies that had the potential to threaten the integrity of the nation (Akbar et al., 2022). Student groups are targets for spreading this ideology because, for them, student groups are an investment in perpetuating anti-Pancasila ideology (Munajat, 2022).

The concept of the PSP must be integrated into every learning material in schools, including physical education learning. Physical education (PE), as one of the learning contents at every level of education, is one of the appropriate media for implementing Pancasila values. This is because PE contains positive values such as honesty, cooperation, never giving up, fair play, and sportsmanship. These values are proven to be able to shape the character of students who have good personalities that reflect the personality of the nation. Relevant research results state that physical education can shape national characteristics such as religion, nationalism, independence, cooperation, and integrity (Suherman et al., 2019).

The previous research that was conducted by Widana et al. 2023 revealed that teachers' abilities in integrating the PSP were still in the sufficient category. This research involved 457 teachers. However, this research has not revealed students' responses to the teacher's integration of the PSP. Similar research was conducted by Putra et al. 2023 which revealed that the integration of the PSP in PE learning in vocational high schools has been carried out in ways such as getting into the habit of praying before and after learning, interacting directly in learning, helping each other and working together, searching for material information independently, daring to ask questions and express opinions, and carrying out movement tasks differently. However, this research has a narrow scope, namely only in one school, and the responses of students to the integration carried out by PE teachers have not been disclosed.

Students' responses to the integration carried out by PE teachers are an important key for evaluating teacher performance to realise the PSP. Meanwhile, research examining student responses to the integration of PSP in the PE learning process in Bengkulu City has not been conducted. Therefore, this research aims to determine the integration of the PSP in PE learning in Bengkulu City. This research is useful as basic information for Bengkulu City education policymakers to evaluate the integration of the PSP.

METHOD

Research Design

The research design used was descriptive-quantitative with a survey approach. Quantitative research with a survey approach is research that attempts to reveal phenomena holistically in a relatively large population (Ahmad et al., 2019). The data collected by the researcher can be divided into categories. The researcher chose a survey approach to achieve the main objective of this research, namely knowing the integration of the PSP in PE learning, which was collected using a questionnaire.

Setting and Participants

There were several elementary schools, junior high schools, and senior high schools in Bengkulu City as research locations. The research sample consisted of 432 students who were taken randomly. The distribution of the sample can be seen in Table 1.

Table 1. The Sample Characteristics

Level of Education	Frequency	Percentage
Elementary School	68	15.74%
Junior high school	178	41.20%
Senior high school	186	43.06%
Total	432	100 %

Research Instruments

An instrument in the form of a questionnaire was used in this research for data collection. A questionnaire consisting of 30 statement items. The questionnaire used was validated by two experts, and field trials were carried out to determine the validity and reliability of the instrument. The instrument is declared valid because it has a sig value < 0.00, and the instrument reliability is 0.843. The questionnaire uses a Likert scale with 4 options, namely: always, often, sometimes, and never. The instrument was developed from six indicators, namely: having faith in God almighty, global diversity, cooperation, independence, critical reasoning, and creativity (Kemendikbudristek, 2022). The indicators of the questionnaire can be seen in Table 2.

Table 2. The Indicators of the Questionnaire

No	Indicators	Positive items	Negative items
1	Have faith in God Almighty	1, 2, 3,5	4
2	Global Diversity	6,7,8	9, 10
3	Cooperation	11, 12, 13, 14,	15
4	Independent	16, 17, 18, 20	19
5	Critical Reasoning	21,22,23,24	25
6	Creative	26, 27, 28	29,30

Data Collection

The researcher explained to the school the purpose of the research and the benefits of the research carried out. The school gave verbal permission for data collection from samples at the school. The distribution of questionnaires was carried out manually using paper and by meeting the research samples directly. The researcher carefully explained each statement item and how to fill out the questionnaire. After the sample has finished filling out the questionnaire, the questionnaire was collected and sent back to the researcher for data analysis.

Data Analysis

To find out the category of integration of the PSP at each level of education, the ideal mean and ideal standard deviation were used with the formula in Table 3.

2 **Table 3. Formula of Categories**

No	Interval	Category
1	$> (Mi + 1.8 SD) - (Mi + 3 SD)$	Very high
2	$> (Mi + 0.6 SD) - (Mi + 1.8 SD)$	High
3	$> (Mi - 0.6SD) - (Mi + 0.6 SD)$	Moderate
4	$> (Mi - 1.8 SD) - (Mi - 0.6SD)$	Low
5	$(Mi - 3SD) - (Mi - 1.8 SD)$	Very low

$$Mi = \frac{ST+SR}{2}$$

$$SD = \frac{ST-SR}{6}$$

Note: Mi = Mean ideal, SD = Standard Deviation, SR = Score Minimum, ST = Score Maximum,

RESULTS AND DISCUSSION

The general research results are displayed in Table 4. It is known that the integration of the PSP in schools in the city of Bengkulu has four different categories. In the very high category, the frequency is 51; in the high category, the frequency is 301; in the moderate category, the frequency is 78; and in the low category, the frequency is 2. So, it can be concluded that the Pancasila profile of students learning PE in Bengkulu City is well implemented.

Table 4. Integration of PSP in PE Learning

No	Interval	Category	Frequency
1	> 102 - 120	Very high	51
2	> 84 - 102	High	301
3	> 66 - 84	Moderate	78
4	> 48 - 66	Low	2
5	30 - 48	Very low	0
Total			432

In general, the research results show that the integration of PSP in PE learning in schools in the city of Bengkulu is high. The results of this research are consistent with various pieces of literature that found that the PSP had been implemented in schools in Bengkulu City (Susanti et al., 2023). PSP serves as the main guideline that directs education policy, especially guiding teachers in shaping student character and competence (Zakso et al., 2022). Similar research reveals that developing the character of learners through strengthening the PSP can improve character formation and abilities that are built in daily life and life in each individual, supported by several indicators that include the Pancasila learner profile, including faith devoted to God Almighty and noble, independence, critical thinking, creativity, cooperation, and global diversity (Arumsari, 2023). It is affirmed from the results of similar research that in the era of globalisation with rapid technological advances, education plays an important role in building the values and character of students that are needed to provide a balance between the development of information technology and human development (Mahardhani & Asrori, 2023; Muhtar et al., 2021). The integration of the PSP can be seen in the integration of the values applied by PE teachers in the teaching and learning process. Basically, in the teaching and learning process, PE teachers guide students to pray according to their respective religions and beliefs; teachers form the values of honesty in students; and teachers teach students to respect the beliefs or religion held by each student. What the PE teacher did in the form of integration of the PSP in the first indicator was having faith in God Almighty. Religious content implemented in PE learning will help humans maintain their nature as servants of God (Muhtar et al., 2019). Apart from that, the religious aspect of the PE learning process can shape students' character, not only in physical aspects but also psychological and spiritual aspects (Lynch, 2015). This is certainly in line with the aim of PE, namely to form students who have a spiritual soul and are physically, psychologically, socially, and emotionally healthy.

Indonesia, as one of the world's citizens, must value global diversity. Global diversity is based on the philosophy of the Indonesian nation, namely "Bhinneka Tunggal Ika," or the unity of Indonesia, which means different people are still one (Tetep, 2018). The meaning is that Indonesia's diversity consists of various tribes, religions, races, and cultures but remains one nation. The real manifestation of this motto is that students can love the differences that exist, consisting of differences in culture, religion, ethnicity, race, and skin colour (Sumardi, 2020). In the PE learning process, the form of integration that has been carried out by the PE teacher is to be the value of love for the country by excelling in the field of sports, introducing traditional Indonesian sports, and preserving traditional sports games as Indonesian cultural heritage. Traditional sports games are an appropriate alternative for instilling the value of love for one's country in an effort to implement the PSP in PE learning (Satriawan et al., 2023). Traditional sports games are a cultural heritage from the ancestors of the Indonesian people and are full of local wisdom, so they are worthy of being a means of developing the character of students (Hartanto et al., 2021).

The integration of PSP can also be seen in the value of cooperation applied by PE teachers in the learning process. *Gotong royong* (cooperation) is the ability to implement learning process activities collaboratively so that we can achieve learning goals together. Applying the value of *gotong royong* (cooperation) from an early age to students in PE learning can help students be able to collaborate with other people (Suherman, 2019). The integration of the value of *gotong royong* in PE learning can be seen in students who carry out movement tasks together in learning. As is known, in the PE learning process, many movement tasks are carried out collaboratively between students. For example, in PE learning, there is game-learning material where the game is played as a team. The nature of the game being played as a team will certainly foster the value of cooperation

in students. So, it is not surprising that in the PE learning process, Pancasila values are applied.

Pancasila students are expected to have the ability to independently evaluate information, make decisions, and solve problems. They must be able to formulate their personal views and opinions based on a deep understanding of the values of Pancasila. Research shows that the level of social support, whether from family, peers, or the school environment, can influence a student's level of independence (Ruzek et al., 2016; Wentzel et al., 2010; Zhou et al., 2019). This support includes emotional support, instructional support, and instrumental support in developing independence. Pancasila students need to develop independent learning skills, including planning and managing study time, determining priorities, and evaluating their learning results. Learning independence also includes the ability to search for learning resources independently, as well as the aspect of physical independence, which includes awareness and concern for one's health (Kamil & Sultan, 2022; Rachul et al., 2021). Pancasila students are expected to maintain a healthy body, adopt a healthy lifestyle, and have positive habits that support their physical well-being.

Critical thinking is an important aspect of forming a PSP. Pancasila, as the state foundation of the Republic of Indonesia, emphasises to all citizens the need to implement values such as social justice, democracy, unity, and humanity. Pancasila students must be able to analyse the values contained in Pancasila; this involves the ability to understand the meaning and relevance of each precept, as well as how these values can be applied in everyday life. Critical thinking also involves the ability to evaluate the information and arguments encountered. Students need to have the ability to filter information, identify the truth or falsity of information, and be able to assess the strength or weakness of an argument. Several studies show that students who have good critical thinking skills tend to achieve higher academic achievements (Leest & Wolbers, 2021; Ren et al., 2020). They can understand the subject matter more deeply and apply their knowledge better. Critical thinking is often related to strong problem-solving abilities (Haq & Sawitri, 2021). Research shows that individuals who can think critically are more effective in identifying, formulating, and solving problems (Moneva et al., 2020). The cultural context and local educational context can play an important role in developing critical thinking. Several studies can explore how cultural values can influence critical thinking processes (Hikmawati et al., 2021; November et al., 2020).

Critical and creative thinking are two cognitive abilities that complement each other and influence each other (Misechko & Lytniova, 2022). While both have unique characteristics, the combination of critical and creative thinking can make a positive contribution to problem-solving, innovation, and concept development. Critical thinking involves careful analysis and evaluation of information. This ability can guide individuals to combine different perspectives and see a problem or situation from various points of view. It can provide fuel for creative thinking and innovative ideas. Critical thinking, with a focus on analysis and evaluation, can improve problem-solving abilities (Pill & SueSee, 2017). This ability allows a person to seek effective solutions and create creative solutions to challenges or problems they face. The research shows that a supportive environment, which provides freedom of expression and encourages recognition of new ideas, can increase levels of creativity (Niu et al., 2022). Participation in creative activities such as art, music, literature, and sports can help develop creativity (Saraieva, 2021).

CONCLUSION

PSP is an idea that aims to form Indonesian students who can internalise the values contained in Pancasila, especially the values of belief in the Almighty God, global perspective, cooperation, independence, being able to think critically, and having high creativity. In the teaching and learning process, PE, which is rich in character-forming values, is certainly one of the appropriate subjects to implement the PSP. Based on the results of the research, it can be concluded that PSP has been well implemented in the learning process, especially in the PE learning process at every level of education in Bengkulu City. The results of this research were collected through student responses, while the PE teacher's responses were not involved in this research. Therefore, in further research, it is hoped that we can combine student responses with PE teacher responses to obtain comprehensive data.

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CONFLICT OF INTEREST

The authors have no conflict of interest to declare.

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