

Exploring Students' Needs on Learning Media for Enhancing Self-Regulated Learning in Pancasila Student Profile Subject

Elisa Riani, Triana Rejkiningsih, Eka Budhi Santosa

Universitas Sebelas Maret
elisariani@student.uns.ac.id

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Abstract

Pancasila Student Profile still has many challenges in its implementation for elementary school students. This study was a primary education that aimed to identify various needs in order to integrate learning media with self-regulated learning in the Pancasila student profile subject. This study used a descriptive quantitative approach with a survey method of elementary school students. The questionnaire was used as a data collection instrument which was distributed to a sample of 64 randomly selected students. The Data from questionnaire were analyzed descriptively. The results showed that self-regulated learning abilities and implementation of Pancasila student profiles were still relatively poor. Teachers want to develop learning media to improve self-regulated learning and implementation of Pancasila student profiles. Then, the developed learning media can also inspire teachers to innovate in improving the quality of learning.

Keywords: *Learning media, Pancasila student profile, Self-regulated learning, Primary education*

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INTRODUCTION

Problems often arise in the world of education even though the government has provided efforts and policies to overcome them, for example in the policy of Pancasila Student Profile or "Profil Pelajar Pancasila" as the original term is in Indonesian. The Pancasila student profile is an effort by the government to overcome issues like intolerance, radicalism, bullying, and other issues that are seen as violations of Pancasila, the fundamental principles of the Indonesian state. (Indonesia Ministry of Education and Culture, 2020). However, in its implementation, the policy still faces many challenges. This was caused by the viral video on social media that recorded the disgraceful action of a student yelling at a teacher at school, Banten, Indonesia (Raharjo, 2023). Supposedly, the purpose of education is to sharpen intelligence, strengthen will, and refine feelings. This case became a lesson for the entire educational community to improve the quality of education.

The Pancasila Student Profile is an initiative currently underway to help students cultivate attitudes that are urgent, difficult, and advantageous for every school community (Brata et al., 2022). They might encourage the formation of intrapersonal relationships between members of their other groups and the students in order to better understand their characters. They might also create a community where everyone looks out for one another (Goyal & Tambe, 2015). The goal of character development was to produce and raise future generations with good morals through teaching and role models. Establishing the values of good character regarding compassion, honesty, fairness, responsibility, and respect for oneself and others requires the proactive involvement of schools, the community, and the government (Nesusin et al., 2014; Utomo et al., 2018). In order to improve the profile of Pancasila students, there are 6 (six) factors to consider: (1) being devoted, pious, and noble to The One Almighty God; (2) being globally harmonious in diversity; (3) being mutually cooperative; (4) being autonomous; (5) being critical in thinking; and (6) being creative. Given its significance, it is imperative to provide students with effective learning media that not only imparts knowledge but also encourages active engagement, self-reflection and self-regulation.

In today's rapidly evolving educational landscape, Self-Regulated Learning (SRL) has been promoted as having a significant role in lifelong proactive learning (Sokumaran, 2021). SRL is getting significant attention as an important skill for students to direct their academic journey effectively (Matcha et al., 2020). There are different aspects to SRLs. One aspect is metacognition which involves observable skills such as planning, monitoring and evaluation, which are consciously controlled and assessed. Another aspect can be tacit to incorporate self-generated thoughts, feelings, and behaviors toward "learning that is self-directed, intrinsically motivated, and under the learner's intentional strategic control" (Baker & Cerro, 2000). This study seeks to adopt aspects of SRL for use in research, these aspects are: (1) have self-confidence; (2) have an independent attitude towards others; (3) have their own initiative; (4) have a sense of responsibility; (5) have disciplinary behavior; and (6) able to exercise self-control (Aminulloh et al., 2021). With these aspects, students take more responsibility for their own learning, the importance of proper learning media becomes very critical in encouraging independent learning behavior.

Understanding the needs of student learning media about self-regulated learning in the Pancasila student profile subject is a key step to designing innovative and impactful resources that are aligned with their diverse learning preferences, talents and backgrounds (Azevedo & Gašević, 2019). Technology in learning has been developed and can be utilized by teachers to enrich learning in the classroom, such as: audio narration, illustrations or photos, video or animation, or a mix of these media which is called multimedia learning (Mayer, 2017). Various kinds of learning technologies have also been developed by advancing self-regulation learning models (Schunk, 2011). By

meeting this need, educators may establish an environment that encourages students in developing independent learning abilities which are vital in boosting the profile of Pancasila students inside and outside the school environment.

Previous studies have proven that self-regulated learning can be integrated with learning media. The first research study conducted by Joksimović et al., focused on increasing students' self-reflection with learning videos. They concluded that there was a comprehensive increase in self-reflection with the help of learning videos (2019). Then, Paans et al., evaluated versions of the SRL model in primary school pupils with hypermedia, and measured cognitive and metacognitive activity. The researchers did note that more successful students were more likely to exhibit metacognitive processes at the beginning of the work and less toward the end of the activity, despite the fact that they found no significant differences in implementation (2019). The final article by Wise & Hsiao expanded on earlier research that examined students' speaking and listening behaviors in online conversations with a particular emphasis on SRL procedures. The author observed various correlations between listening and speaking, where students can listen to their partners better, can filter deeper information, and forecast the possibilities that emerge in addressing difficulties. In order to support students' self-regulated learning and adoption of the Pancasila student profile (2019), this article attempts to assess the requirements of student learning material.

Researchers are now interested in interactive learning media that are based on self-regulated learning due to their success. Technology-based interactive learning media can supply students with up-to-date educational knowledge, provide interesting instruction with electronic media, and increase their technological skills, all of which contribute to their professional growth (Sadewa et al., 2022). Students are given control over computer visualization tools in interactive digital movies, enabling them to gather, examine, and model two-dimensional motion data. Students can study the subject of frames of reference in numerous real-life scenarios with interactive instructional films. (Wirasmita & Putra, 2018). Interactive media in the form of learning tutorial videos produced can function effectively in school learning.

In fact, students lack motivation during learning and tend to have low self-regulated learning, which is why it is necessary to have interactive videos in order to improve students' self-regulated learning in the Pancasila student profile subject, which is still relatively new at this time. Based on data from interviews with principals and teachers in elementary school, Indonesia, information was obtained that, when the learning process for the Pancasila student profile subject took place, teachers taught using conventional methods in conveying subject matter so that learning was only teacher-centered, students only record explanations and follow directions from the teacher. This is what causes students to get bored and tend to be passive when participating in learning, thus causing very little knowledge of Pancasila values contained in the Pancasila student profile. Second, teachers do not make use of interesting learning media in practicing Pancasila values projects in the learning process. Third, students are not free and independent in carrying out learning. Therefore, it is essential to offer support in the form of educational media to help students study the Pancasila student profile on their own.

The Pancasila student profile, which is integrated into the new curriculum, motivates practitioners, educators, and researchers to carry out studies that concentrate on instilling the values covered in the Pancasila student profile subjects. One of the studies conducted by Hidayah, et al., which looks at interactive learning media to boost Pancasila students' profiles in elementary schools. The study's findings demonstrate that interactive learning tools can boost students' motivation for independent study, turn classrooms into active learning spaces, and help them better comprehend and strengthen the Pancasila student profile (Hidayah et al., 2021). The study of Pancasila student profile values in the use of regional knowledge-based media

is another area of research. The findings of his study demonstrate that the values of the Pancasila student profile can be integrated into and interpreted by the media, which students can learn and understand to strengthen their character. (Mayasari et al., 2021; Srirahmawati & Hunaifi, 2022). Furthermore, another study on the use of Infographic Media was conducted by Bintari, et al., which succeeded in effectively increasing the dimensions of critical, creative reasoning and mutual cooperation (Bintari et al., 2022). Some of the studies mentioned above aim to improve several dimensions of the 6 (six) profiles of Pancasila students, namely: being globally harmonious in diversity from local wisdom, being mutually cooperative, being critical in thinking, and being creative. Other dimensions that have not been mentioned need to be studied in order to complement previous research.

This study aims to complete the dimensions that have not been studied regarding the use of instructional media in strengthening the profile of Pancasila students. The dimensions studied focus on the dimensions of independence or self-regulated learning. This article also aims to explore various aspects of student learning media needs, including self-regulated learning and the implementation of Pancasila student profiles. By investigating these factors, educators and instructional designers can make decisions about the types of learning media to include in the Pancasila Student Profile curriculum, ensuring that the resources provided are interesting, relevant, and support students' independent learning journeys.

METHODS

This research was a quantitative descriptive study with survey method. Survey method in a quantitative descriptive focused on describing a phenomenon's characteristics rather than exploring its causes (Sugiyono, 2013). In this study an analysis was carried out on the ability of self-regulated learning, the implementation of Pancasila student profiles, and the need for learning media. To determine how to increase student learning independence in the Pancasila student profile subject at Elementary School, this research was done to analyze the needs of learning media. This research was conducted during May 2023. The sampling technique used simple random sampling with fifth grade elementary school students and teachers as participants. Data collection used a survey technique by distributing questionnaires about independent learning and implementation of Pancasila student profiles to students, and learning media needs to teachers. The Pancasila student profiles and self-regulated learning questionnaires both employ a Likert scale with five possible responses: strongly agree (SA=5), agree (A=4), neutral (N=3), disagree (D=2), and strongly disagree (SD=1). The learning media needs survey then employs an open questionnaire (free-form survey questions), allowing the teacher to respond in accordance with their requirements.

The instrument is made by considering 3 (three) aspects or research data consisting of several indicators (Aminulloh et al., 2021; Antara & Dewantara, 2022; Indonesia Ministry of Education and Culture, 2020). These three elements have been taken into account because they are thought to be the main elements that should be taken into account when adopting the use of learning media in schools. The instrument grid can be viewed in Table 1.

Table 1. Research instrument grid.

No	Aspects	Indicators
1	Students' self-regulated learning	Able to exercise self-control. Have self-confidence Have an independent attitude towards others. Have disciplinary behavior.

No	Aspects	Indicators
		Have their own initiative. Have a sense of responsibility.
2	Implementation of Pancasila student profile	Being faithful, pious to The One Almighty God, and noble. Being globally harmonious in diversity. Being autonomous. Being mutually cooperative. Being creative. Being critical in thinking.
3	Learning media needs	Types of learning media commonly used. The advantages of commonly used learning media. Lack of commonly used learning media. Teacher constraints in developing learning media.

The questionnaire's results were descriptively examined. The analysis focuses on the factors that contribute to students' high or low responses in terms of self-regulated learning, Pancasila student files, and learning media requirements. The results of the learning media needs will be described in detail, and the researcher will use percentage data analysis to determine the level of student independence and the Pancasila profile (Bustanil et al., 2019):

80%-100% = Independent/Very Good

60%-79% = Self-Sufficient /Good

40%-59% = Less Independent/Less Good

20%-39% = Not Independent/Not Good

RESULTS AND DISCUSSIONS

This study analyzes students' self-regulated learning abilities, implementation of Pancasila student profiles, and the need for learning media to improve self-regulated learning and implementation of Pancasila student profiles. The research data was taken from a questionnaire given to 5th grade elementary school students and teachers. This study went through 3 stages, namely the first stage of preparing instruments based on theory and due diligence. The questionnaire prepared has gone through construct tests by judges, tested the validity of the test items, and tested the reliability for the eligibility requirements of the questionnaire. The second stage was collecting data on 5th grade elementary school students. The questionnaire was distributed to 64 predetermined samples and 2 teachers. The third stage is the analysis of the collected data. In this study, quantitative descriptive analysis was the method of data analysis.

Students' self-regulated learning

The Pancasila student profile was presented in Table 2 based on the findings of student responses to the questionnaire that has been distributed on students' self-regulated learning.

Table 2. Self-regulated learning questionnaire results.

No	Indicators	Students' responses	
		Average	Percentage (%)
1	Have an independent attitude towards others.	2.88	57.60
2	Have self-confidence	2.54	50.80
3	Have disciplinary behavior.	3.74	74.80
4	Have a sense of responsibility.	3.14	62.80
5	Have their own initiative.	2.46	49.30
6	Able to exercise self-control.	2.97	59.50
	Average	2.95	59.13

From the Table 2, it is discovered that students are Less Independent as evidenced by the average self-regulated learning score of 2.97 and the percentage of 59.13%.

According to research findings on self-regulated learning, the data supports the validity of the interview findings regarding the low level of student independence. Students tend to be passive when participating in learning which allows them to be less able to maximize themselves. With unfavorable results, it is necessary to increase student self-regulated learning in applying the Pancasila student profile. According to Sokumaran, students' skills and abilities can increase if they have good self-regulated learning values (Sokumaran, 2021). In addition, students also become active in participating in learning. The solution to this problem can also be done by helping teachers develop professionalism in preparing learning, one of which is by using learning media that can improve student self-regulated learning. Learning media that integrates strategy, self-monitoring, and quality feedback can help students independently complete assignments inside and outside the classroom.

Implementation of Pancasila student profile

Table 3 shows how the Pancasila student profile has been strengthened based on the findings of the questionnaire given to students.

Table 3. Implementation of Pancasila student profile questionnaire results.

No	Indicators	Students' responses	
		Average	Percentage (%)
1	Being faithful, pious to The One Almighty God, and noble.	3.61	72.20
2	Being globally harmonious in diversity.	2.24	44.80
3	Being mutually cooperative.	3.13	62.60
4	Being autonomous.	3.14	62.80
5	Being critical in thinking.	2.52	50.40
6	Being creative.	2.31	48.20
	Average	2.84	56.83

Based on the results of the analysis of Pancasila student profiles, it was obtained that the percentage of the overall average score of the indicators was 56.83% in the Less Independent/Less Good category.

Based on the discussion's findings, the overall profile of Pancasila students can be categorized as lacking. In essence, the Pancasila student profile can be used as character education for students and is applicable to all learning processes.

(Hasudungan & Abidin, 2020; Rachmawati et al., 2022). Having a bad profile or ethics that is not in accordance with Pancasila values will hinder students from being the nation's successors in the effort to defend the country (Septiana, 2020; Suriata, 2019). With these results, it is hoped that the school will focus more on character education by encouraging students to live out the Pancasila values in their Pancasila student profiles. The purpose of this study is to give teachers resources on how to apply Pancasila student profiles to students in a school or community setting in order to instill Pancasila values in them.

Learning media needs

Based on the results of questionnaires from 2 (two) teacher, information about the need for learning media to support self-regulated learning in the Pancasila student profile subject can be seen in Table 4.

Table 4. Learning media needs.

No	Indicators	Teachers' responses
1	Types of learning media commonly used.	Student worksheets, textbooks, and materials only in pdf format.
2	The advantages of commonly used learning media.	The preparation time is also reasonably short, and the learning tools used are very practical and don't require a lot of facilities.
3	Lack of commonly used learning media.	The students get bored because the learning materials are so repetitive and unattractive.
4	Teacher constraints in developing learning media.	Lack of skills in creating digital learning media and insufficient time to create engaging learning materials.

In addition to the findings in Table 4, it was discovered that the teacher struggled to choose the right media for teaching. The instructor added that, particularly in the Pancasila student profile subject, little was known about learning media that could foster self-regulated learning. The instructor concurs that the creation of educational media is done to support this capability.

Students are expected to develop a variety of competencies and life skills, such as critical thinking, creative and innovative thinking, communication skills, collaboration, and self-confidence, according to the 21st century learning paradigm. (Erdoğan, 2019; Halvorsen, 2018). The fact that there aren't many learning media used to support learning the Pancasila student profile is another issue that has a significant impact on the educational landscape. As a result, the learning process narrows the available resources for students to teachers and traditional teaching methods. To solve these issues, actions must be taken and efforts must be made. The focus of the effort is on creating learning resources that are simple for teachers to create and use. Students can collect, analyze, and model two-dimensional motion data using interactive learning videos. Students can explore the idea of frames of reference in various real-life situations by watching interactive learning videos (Wirasasmita & Putra, 2018). For students to learn the Pancasila student profile independently, the developed videos may include strategies, processes, and evaluations.

The results of the study show some of the latest findings related to students' needs for learning media that can improve self-regulated learning in the Pancasila student profile subject. These findings include: (1) interactive learning media, (2) relevant and authentic content, (3) student monitoring and evaluation features, and (4) accessibility and flexibility. Based on these findings, it is recommended that Pancasila learning media developers pay attention to students' needs in designing learning media that

support self-regulated learning. Learning media that are interactive, contextual, and enable self-monitoring can help increase student engagement, understanding of material, and the development of Pancasila profiles. In addition, it is also important to ensure the accessibility and flexibility of learning media to meet the diverse needs of students and facilitate learning in various situations.

CONCLUSION

The results of the study found that elementary school students' self-regulated learning and implementation of Pancasila student profiles were not good. The government's intention in establishing the Pancasila Student Profile Development Project policy is inversely proportional to this. Based on these findings, it is essential to improve student profiles for Pancasila and their capacity for self-regulated learning.

The availability of learning technology offers various conveniences and advantages for teachers and students as part of efforts to raise the standard of education in the twenty-first century. Learning is still implemented using static learning materials like traditional printed materials and digital modules. Integrating digital learning media into the learning process is the real way to increase the quality of learning. This study is restricted to examining the demands for the creation of educational tools that can enhance independent learning and the application of Pancasila student profiles in a particular context. Given the significance of strengthening Pancasila student profiles in contemporary Indonesian education, future researchers can use the findings of this study to develop learning media products that can support self-regulated learning and implementation of Pancasila student profiles, and that can be used for a wider area.

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