

# Instrument for Measuring the Character of *Pancasila* Student Profile in Junior High School

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## ABSTRAK

Profil Pelajar Pancasila merupakan tujuan utama dalam pengembangan karakter siswa. Namun, observasi di lapangan menunjukkan bahwa pengamatan terhadap karakter profil Pelajar Pancasila masih terbatas. Oleh karena itu, diperlukan sebuah instrumen penilaian yang tepat bagi guru Bimbingan Konseling (BK) dan guru mata pelajaran untuk menilai karakter Pelajar Pancasila. Penelitian ini bertujuan untuk mendeskripsikan rancangan instrumen, menganalisis dan mendeskripsikan validitas isi serta validitas konstruk, dan mendeskripsikan reliabilitas instrumen pengukuran karakter Pelajar Pancasila. Penelitian dan Pengembangan (R&D) ini menggunakan desain penelitian 10 langkah pengembangan instrumen Dantes. Subjek uji coba adalah 300 peserta didik dari 9 Sekolah Menengah Pertama. Pengumpulan data dilakukan dengan melibatkan 5 dosen BK pasca sarjana Universitas Pendidikan Ganesha dan 2 guru BK senior sebagai judges. Analisis data menggunakan analisis validitas isi dengan hasil indeks validitas isi (CVI) = 0,95, menunjukkan kategori istimewa. Analisis validitas konstruk menggunakan Rotated Component Matrix menunjukkan 24 indikator dengan nilai faktor loading > 0,30, yang membentuk satu faktor konsisten dan layak digunakan. Hasil penelitian ini diharapkan dapat mendorong penelitian lebih lanjut dan menjadi dokumen pendidikan yang relevan, berfungsi sebagai acuan materi dan strategi layanan konseling yang inovatif dalam membantu perkembangan siswa. Penelitian ini menunjukkan bahwa instrumen yang dikembangkan efektif dalam mengukur karakter Pelajar Pancasila dan memiliki potensi untuk diimplementasikan lebih luas.

## ABSTRACT

The *Pancasila* Student Profile is the main goal in developing student character. However, observations in the field show that observations on the character of the *Pancasila* Student profile are still limited. Therefore, an appropriate assessment instrument is needed for Counseling Guidance (BK) teachers and subject teachers to assess the character of *Pancasila* Students. This study aims to describe the design of the instrument, analyze and describe the validity of the content and validity of the construction, and describe the reliability of the *Pancasila* Student character measurement instrument. This Research and Development (R&D) uses a 10-step research design for the development of Dantes instruments. The trial subjects were 300 students from 9 junior high schools. Data collection was carried out by involving 5 postgraduate BK lecturers at Ganesha Education University and 2 senior BK teachers as judges. Data analysis using content validity analysis with the result of content validity index (CVI) = 0.95, indicating a special category. The analysis of construct validity using the Rotated Component Matrix shows 24 indicators with a loading factor value of > 0.30, which forms a consistent and feasible factor. The results of this research are expected to encourage further research and become a relevant educational document, serving as a reference for innovative counseling service materials and strategies in helping student development. This study shows that the instrument developed is effective in measuring the character of *Pancasila* students and has the potential to be implemented more widely.

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## 1. INTRODUCTION

Globalization and technological advancement are challenges for the Indonesian nation. Globalization not only brings positive influences, but also negative impacts. For example, cultural homogenization which of course has an impact on the formation of students' characters (Lestari, 2018; Tabroni et al., 2022). Likewise, technological advances not only bring positive things such as convenience for humans including convenience in the world of education, but also give birth to negative things such as character and moral degradation. Several forms of moral degradation occur such as drug abuse, pornography, free sex, abortion, prostitution, brawls between students, motorcycle gangs, reduced politeness to parents, and the erosion of honesty. For this reason, character education is a necessity in an effort to face the various challenges of character shifts faced today. Moreover, in 2045 the Indonesian nation will receive a demographic bonus in the form of the largest number of productive age (15-64) of its people in history. If not managed properly, it will have an impact on the stability of the country. Therefore, education needs to prepare a generation that has the competence and character of the 21<sup>st</sup> century (Amran et al., 2019; Suparwati, 2021).

Character is a way of thinking and behaving that is unique to each individual to live and work together in family, community, nation and state life (Fikriyah et al., 2022; Hayati, 2018). Character is the positive values and attitudes that a person has in life, thus influencing the person's behavior, way of thinking and acting, and ultimately becoming his/her way of life (Rosmi, 2016; Suradi, 2017). There are 4 (four) terms that have similar meanings to character, namely values, norms, ethics and morals. Values are abstract, can only be thought of, understood and experienced through customs (Arifin, 2017; Sholihah & Maulida, 2020). Values are defined as traits or things that are important/useful for humanity or something valuable in human life. Norms are rules or regulations regarding how to behave in human life. Morals are teachings about good and bad that are generally accepted regarding behavior or actions, attitudes, obligations, and so on morals, manners, morality. Ethics have a broader meaning than morals. Ethics and science that studies good and bad things. Character are values that underlie human behavior based on religious norms, culture, law/constitution, customs and aesthetics (Abadi, 2016; Abidin, 2021).

School is the right place to cultivate good character. There are two characters that need to be developed at school, namely respect and responsibility (Marjohan & Afniyanti, 2018; Sari & Puspita, 2019). Respect includes respect for oneself and others. Respect for oneself is done by accepting oneself because within oneself there are unique values that can be useful not only for oneself but for others. If we respect others, it means we respect them (Fathurrahman, 2020; Susanto, 2015). Efforts to strengthen character education on September 6, 2017, President Joko Widodo signed Presidential Regulation (Perpres) No. 87 of 2017 concerning Strengthening Character Education. There are five main character values emphasized there, namely religious character, integrity character, mutual cooperation character, independent character and nationalist character. The new era of the world of education in the hands of the Minister of Education, Culture, Research and Technology carries the Vision of the Ministry of Education, Culture, Research and Technology 2020-2024, Permendikbud No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture 2020-2024, namely realizing a sovereign, independent, and personality-based advanced Indonesia through the creation of *Pancasila* students who are critical, creative, independent, faithful, devoted to God Almighty and have noble morals, work together and are globally diverse. With this vision, the profile of *Pancasila* students emphasizes the importance of Strengthening Character Education (PPK) by making it the direction of character aimed for in Indonesian education (Istianah et al., 2023; Rikayana, 2021).

The character profile of *Pancasila* students is also included in the Independent Curriculum which is designed to answer the needs of 21<sup>st</sup> century competencies and characters. In 2022, the Minister of National Education launched the 15th Independent Learning episode on the Independent Curriculum, Decree of the Minister of Education, Culture, Research and Technology No. 56 of 2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery, where the structure of the independent curriculum includes intracurricular learning activities and *Pancasila* student profile strengthening projects. Intracurricular activities are designed so that children achieve the abilities stated in the learning outcomes, while the *Pancasila* student profile strengthening project activities are expected to develop the character profile of *Pancasila* students which includes the dimensions of faith and devotion to God Almighty and noble character, global diversity, independence, mutual cooperation, critical and creative thinking. Education through strengthening the *Pancasila* student profile encourages the birth of good people according to the six characteristics of the *Pancasila* student profile. The *Pancasila* student profile policy is present as an effort to realize the character of the nation based on the nation's ideology. This means that the *Pancasila* student profile is the main goal in character development (Anwar & Salim, 2019; Karsa, 2020).

Some things that can be observed in the field to be able to observe the character profile of *Pancasila* students are still limited. In order to be able to assess the character profile of *Pancasila* students, BK teachers and subject teachers need a character assessment instrument for the profile of *Pancasila* students. This character assessment instrument for the profile of *Pancasila* students is used to assess the character of *Pancasila* students, as a basis for compiling programs, as a formative assessment and as a summative assessment (Aditya et al., 2023; Uyun et al., 2023). However, research on the development of character instruments for *Pancasila* student profiles is still very limited. Based on observations and interviews with principals and BK teachers at junior high schools, it was found that BK teachers and subject teachers did not yet have student character profile instruments. In designing character strengthening programs, they were not adjusted to student needs.

This study has a novelty with a focus on the development of a character assessment instrument for the *Pancasila* Student profile that is tailored to the needs of junior high school students, which has never been done in depth before. This study uses a systematic and comprehensive instrument development design based on the 10 steps of instrument development according to Dantes, which ensures content and construct validity and high instrument reliability. In addition, this study also takes into account the dynamics of student character development in the local context of junior high schools in the Talibura District, Sikka Regency, East Nusa Tenggara Province. Thus, this study is expected to provide a significant contribution in providing a more accurate and adaptive assessment instrument, which can be widely used by education practitioners and researchers in measuring and developing student character according to the *Pancasila* Student profile.

## 2. METHOD

This research was designed using the research and development (R&D) method to produce and develop a measurement instrument for the *Pancasila* character of junior high school students (Doli Nasution et al., 2017; Ika Victoria Nalurita & Muhammad Jamaluddin, 2021). Research and Development (R&D) is a research method used with the aim of obtaining a particular product and testing the effectiveness of the product. The research design for developing a measurement instrument for the character profile of junior high school students' *Pancasila* students uses more standardized instrument development steps. The steps for developing an instrument that are more standardized are as follows: 1) determining test objectives, 2) analyzing references and other learning sources, 3) compiling a grid, 4) writing test items, 5) reviewing questions (conceptual validity), 6) revising/improving questions, 7) limited test reproduction, 8) initial test trials and core trials (empirical validity), 9) analyzing test results (validity test), 10) assembling test items into a test. In this study, the research product is a valid and reliable *Pancasila* student character profile instrument.

Judge in this study, the instrument was validated by experts and practitioners in the field of guidance and counseling. The experts consisted of 5 lecturers of Guidance and Counseling at the postgraduate program of BK, Ganesha University of Education and 2 senior Guidance and Counseling teachers at junior high schools in Sikka Regency-East Nusa Tenggara Province. The subjects of the trial study were junior high school students in the Talibura District-Sikka Regency-East Nusa Tenggara Province. The sampling technique was Proportional simple random sampling, which is a technique of taking proportions to obtain representative samples, taking subjects from each stratum or region is determined to be balanced or proportional to the number of subjects from each stratum or region. The population of this study was junior high school students at 9 junior high schools in the Talibura-Sikka-NTT district. The sample size used a minimum sample in factor analysis, which was 5 times the number of questions. So that in this study there were 60 questions, so at least 300 respondents were needed. The number of sample sizes was then distributed to 9 schools proportionally. This research was conducted in January 2023.

The research variable is the character profile of *Pancasila* students. The data collection method used in this study is the *Pancasila* student character profile questionnaire method. The data obtained is in the form of polytomy data that moves from number 1 to 5 with the answer choices SS (Very Appropriate) S (Appropriate) KS (Less Appropriate) ST (Not Appropriate) STS (Very Not Appropriate). The content validity analysis of the judge test uses the Lawshe formula with the scoring alternatives of irrelevant, less relevant, relevant. Construct validity test using confirmatory factor analysis with the help of SPSS 24. Reliability calculation using the Alpha Cronbach formula with the help of SPSS software.

### 3. RESULTS AND DISCUSSION

#### Result

The instrument for measuring the character profile of *Pancasila* students for junior high school students is an instrument that was developed using the R&D research and development model with more standardized instrument development steps according to (Edi Elisa, 2021). The steps for developing an instrument are as follows: 1) determining the test objectives, 2) analyzing references and other learning sources, 3) compiling a grid, 4) writing test items, 5) reviewing the questions (conceptual validity), 6) revising/improving the questions, 7) limited test reproduction, 8) initial test trials and core trials (empirical validity), 9) analyzing the test results (validity test), 10) assembling test items into a test.

This study produced a product in the form of a character measurement instrument for *Pancasila* student profiles. From the grand theory of the character profile of *Pancasila* students, the researcher created a character measurement instrument for *Pancasila* student profiles. Testing the validity of the content of the character measurement instrument for *Pancasila* student profiles of junior high school students through expert tests consisting of five experts from Guidance and Counseling lecturers at the Postgraduate Program of Ganesha University of Education. Two guidance and counseling teachers from SMP Negeri Kolisia and SMP Negeri 3 Maumere, based on the validity of the judge, it is known that the *Pancasila* character measurement instrument developed has a content validity index (CVI) = 0.95 which means excellent.

Based on construct validity, the Rotated Component Matrix indicators that have a factor loading value > 0.30 and form 1 factor, which consistently form a factor so that it is suitable for use are as follows: (1) The first factor group: Variables of faith and devotion to God Almighty indicators BI4, BI6, BI10, BI11. (2) The second factor group: Variables of global diversity indicators BG20, BG21, BG 23, BG24. (3) The third factor group: Variables of mutual cooperation indicators GR28, GR29, GR30. (4) The fourth factor group: Independent variables indicators MAN 40, MAN41, MAN42 (5) The fifth factor group: Critical thinking variables indicators KS 43, KS46, KS47 (6) The sixth factor group: Creative variables KF55, KF56, KF57, KF58, KF59, KF60. Table 1 shows the rotated component matrix of indicators

**Table 1. The Rotated Component Matrix**

Indicators	Component					
	1	2	3	4	5	6
BI4	0.758	-0.058	-0.082	0.057	-0.073	-0.030
BI6	0.671	0.002	-0.066	0.011	-0.141	-0.027
BI10	0.691	-0.105	0.056	0.062	0.123	0.035
BI11	0.689	0.193	0.149	-0.042	0.098	0.183
BG20	0.698	0.186	0.134	-0.156	0.162	-0.170
BG21	0.728	0.137	0.083	-0.115	0.043	0.118
BG23	0.652	0.024	-0.105	0.093	0.198	-0.230
BG24	0.615	-0.004	-0.008	-0.030	0.037	0.295
GR28	0.151	0.056	0.036	-0.055	0.694	0.080
GR29	-0.065	-0.088	0.078	-0.221	0.692	-0.097
GR30	0.122	0.122	-0.083	0.205	0.726	-0.035
MAN39	0.127	-0.087	0.692	0.040	0.097	0.208
MAN40	0.015	0.126	0.646	0.098	0.006	-0.275
MAN41	-0.006	0.069	0.705	0.055	-0.061	0.062
MAN42	-0.077	-0.051	0.531	0.429	0.033	-0.009
KS43	-0.040	0.165	0.312	0.561	-0.058	-0.414
KS46	-0.001	0.273	0.080	0.689	-0.161	-0.053
KS47	-0.023	0.082	0.133	0.723	0.076	0.298
KF55	0.107	0.467	0.120	0.086	-0.065	0.684
KF56	0.036	0.596	-0.015	0.193	-0.079	0.461
KF57	0.042	0.733	-0.025	0.363	0.100	-0.007
KF58	0.043	0.760	0.102	0.127	0.091	0.191
KF59	0.033	0.681	-0.032	0.010	0.017	0.118
KF60	0.058	0.755	0.059	-0.036	-0.023	-0.227

In this study, the reliability test showed that the results of the reliability test were >0.70, namely 0.782, so it can be said that the *Pancasila* Student Profile Character Measurement Instrument for Junior High School Students has high reliability.



## Discussion

The use of appropriate media in the *Pancasila* Student Profile character measurement instrument for junior high school students is a crucial aspect in ensuring the effectiveness and relevance of character education in the digital era. Significant advantages possessed by interactive and visual media include their ability to help students understand and internalize the concepts measured in the instrument (Arsyad & Fatmawati, 2018; Gunawan et al., 2016). With media that is designed in an interesting and fun way, students can more easily bridge the gap between the theory taught and daily practice, making them more aware of the character expected of a *Pancasila* Student. Through interactive media such as videos, educational games, or digital applications, student engagement in the learning process can be significantly increased. When students are actively involved, they tend to be more honest and reflective in filling out assessment instruments, which ultimately increases the accuracy and validity of the data obtained.

Digital media also offers real-time feedback that allows students to immediately identify areas for improvement and maintain positive aspects of their character. This is very important in the character development process, because it allows students to make continuous and more proactive self-improvements. With direct and relevant feedback, students can not only increase their self-awareness but are also motivated to continue to improve themselves in accordance with the values of *Pancasila*. Well-designed media can facilitate more accurate and standardized data collection. This reduces bias and errors that may occur in traditional assessment methods. Digital media also provides flexibility in adapting instruments to various contexts and the specific needs of each school or class. This ensures that character measurement instruments remain relevant and adaptive to changes and dynamics in student character development (Akbar et al., 2023; Armawi & Wahidin, 2020).

Digital media allows for continuous monitoring and evaluation of students' character development. The data collected can be analyzed to identify trends and patterns that can help teachers develop more effective teaching strategies. For example, teachers can easily identify areas that need more attention or aspects that require a different approach in teaching (Alfi, AM et al., 2023; Purnomo et al., 2023).

This study provides a significant contribution to the development of a character measurement instrument for the *Pancasila* Student Profile that is relevant to the digital era and the challenges of modern education. The results of the study indicate that interactive digital media can be an effective tool in measuring and developing students' characters holistically. The implementation of this instrument can strengthen character learning by providing direct and constructive feedback, so that students can be more proactive in developing their characters in accordance with *Pancasila* values. In addition, by implementing this instrument in various schools, monitoring and evaluation of students' character development can be carried out more comprehensively and continuously (Aditya et al., 2023; Anggraeni & PF, 2018).

This study also has limitations. The instrument trials conducted on a limited population may not fully represent the national population. This may affect the generalization of research findings to a wider context. The use of digital media as a measurement tool requires adequate technological infrastructure and readiness from all parties involved, including students and teachers. Limited access to technology in some areas can be an obstacle to the even implementation of this instrument.

One of the main advantages of this study is the innovative approach in integrating digital technology with character measurement, which allows for more accurate and efficient data collection. The use of digital media also provides flexibility in adjusting the instrument according to the specific needs of each school or class. In addition, the high validity and reliability of the instrument indicate that this instrument can be relied on to measure the character of the *Pancasila* Student Profile consistently. Another advantage is the ability of the instrument to provide real-time feedback, which can encourage students to continue to improve themselves independently and sustainably. Thus, this instrument not only functions as a measurement tool, but also as a learning tool that supports the development of student character holistically.

The convenience of using digital media is also an important factor, because character measurement instruments can be accessed anytime and anywhere. This makes it easier for students to fill out the assessment in the conditions that are most comfortable for them, which can increase the honesty and accuracy of the answers given. With these various advantages, the use of appropriate media in the *Pancasila* Student Profile character measurement instrument not only helps achieve more relevant, accurate, and sustainable character education goals, but also creates a more inclusive and attractive learning environment for students. Through this approach, *Pancasila* values can continue to be instilled and realized in students' daily lives, making them better and more responsible citizens (Amahoru & Ahyani, 2023; Andry B, 2023).

#### 4. CONCLUSION

In order to answer the challenges of the digital era and the need for relevant character education, this study highlights the importance of using digital media in the *Pancasila* Student Profile character measurement instrument for junior high school students. The results of the study indicate that interactive digital media not only helps increase student engagement and reflection on *Pancasila* values, but also provides valuable real-time feedback. Thus, students can be more proactive in developing their character. Although there are limitations, such as the need for adequate technological infrastructure and differences in access in various regions, the advantages of this instrument in providing accurate and flexible data according to educational needs in various contexts cannot be ignored. Therefore, the application of digital media in character measurement not only strengthens character learning, but also supports the achievement of national education goals that are more inclusive, adaptive, and sustainable.

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