



The influence of civic education learning and the Pancasila Student Profile Program on improving Ideological values understanding

Theodorus Pangalila *

Pancasila and Civics Education Study Program, Universitas Negeri Manado, Indonesia

theopangalila@unima.ac.id

Siti Fatimah

Sociology Education Study Program, Universitas Negeri Manado, Indonesia

sitifatimah@unima.ac.id

*Corresponding Author

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Abstract

Civic Education Learning and the Pancasila Student Profile are important elements in strengthening students' understanding of Pancasila values. This study aims to 1) test and analyze whether Civic Education Learning (X1) partially has a significant effect on increasing students' understanding of Pancasila values (X2), 2) test and analyze whether the Pancasila Student Profile Program (X2) partially has a significant effect on increasing students' understanding of Pancasila values (Y), and 3) testing and analyzing whether Civic Education Learning (X1) and the Pancasila Student Profile program (X2) simultaneously have a significant influence on increasing students' understanding of Pancasila values (Y). This research uses quantitative methods. The research location was Gonzaga Tomohon Catholic Middle School, with a total sample of 40 students. Primary data was obtained through a questionnaire and tested with the IBM SPSS program version 26. This study uses multiple linear analysis techniques in hypothesis testing. The results showed that 1) testing the first hypothesis was accepted, namely, Civic Education Learning (X1) had a significant effect on increasing students' understanding of Pancasila values (Y), 2) testing the second hypothesis was accepted; namely the Pancasila Student Profile Program (X2) had a significant effect on increasing students' understanding of Pancasila values (Y), and 3) testing the third hypothesis is accepted, namely Civic Education Learning (X1) and the Pancasila Student Profile Program (X2) simultaneously have a significant influence on increasing students' understanding of Pancasila values (Y). Research efforts to contribute to increasing students' understanding of the importance of Pancasila values need to be carried out as an effort to form and strengthen the character of nationalism in the younger generation.

Keywords: civic education learning; Pancasila Student Profile; Pancasila values

Introduction

The process of education in schools is a learning process that involves various components, including teachers, students, learning objectives, learning materials, methods, media, models, and learning environment situations (Irviana, 2020). Schools act as gathering



places for people who work together to achieve educational goals and where the process of transforming knowledge takes place (Van Oord, 2013). The achievement of these goals is highly dependent on the quality of the components involved. In achieving these goals, there are not a few problems that often arise during the learning process. One is the learning objectives, which include Pancasila values (Pangalila et al., 2021b).

Today, we find a lot of various social problems ranging from environmental issues and national disintegration to the rise of drug abuse among teenagers as the next generation of the nation. The emergence of problems that plague Indonesia shows that the values of Pancasila have been eroded in the lives of society, nation, and state (Pangalila, 2020). Civic Education subjects are urgently needed at every level of education to support and socialize the ancestral values of this nation (Latief et al., 2018).

Civic Education learning is an educational program that has a relatively broad scope and covers at least three domains in the character-building process, namely (1) conceptually playing a role in developing concepts and theories, (2) curricularly developing several educational programs and models. Its implementation in preparing students as mature human beings with character through educational forums, and (3) socially and culturally carrying out the learning process for the community so that they become good citizens (Lisnawati et al., 2022).

Civic Education Learning has a vision and mission that is no less important than other subjects, where this learning has a vision of realizing students' personalities based on Pancasila values (Lonto & Pangalila, 2019). With the mission of being able to develop the academic potential of students (psych pedagogical mission). Preparing students to live and thrive in society, nation, and state (psychosocial mission). Building a culture with Pancasila as one of the determinants of life (sociocultural mission). As well as reviewing and developing Pancasila education as an integrated knowledge system or synthetic discipline as an academic mission (Winataputra, 2016).

Civic Education Learning is essential to forming a professional and moral human character (Pratiwi & Trisiana, 2020). This is because the changes and infiltration of foreign cultures that repeatedly come to Indonesian society occur not only in matters of knowledge and technology but also in various streams (mainstream) in various national lives (Kerebungu et al., 2019). Therefore, Pancasila education is organized so that people are not uprooted from the cultural roots that become the identity of a nation and, at the same time, become a differentiator between one nation and another (Ningsih et al., 2022).

In addition, the moral decadence that continues to hit the Indonesian people, which is marked by the waning of people's obedience to social norms that live in society, shows the importance of instilling ideological values through Pancasila education (Sutarwati, 2018). In political life, political elites began to abandon and ignore polite political culture, lack respect for political decency, and dry from the soul of statesmanship. Many politicians are entangled in corruption problems, which are very detrimental to state finances. In addition, drug abuse involving generations from various walks of life erodes the moral values of the nation's children (Pasandaran et al., 2018).

Civic Education learning can also be used to develop national character in a multicultural society, which has resulted in Civic Education learning being very important in developing the nation's next generation (Pangalila et al., 2021a). Therefore, the success of Civics learning will be very necessary. This success can certainly be achieved with various efforts and innovations in implementing Civic Education learning (Pangalila, 2017). Civic Education learning, as a field of study that has the goal of equipping students to develop their reasoning in addition to the aspects of values and morals, contains a lot of rote social material, because of which the knowledge and information that students receive are limited to rote products (Lubis, 2020). For this reason, a combination that is integrated with the development of current needs is needed, such as with a combination of Civic Education Learning wrapped in the Pancasila

Student Profile Program, of course, further increasing students' understanding of Pancasila values themselves.

The Pancasila Student Profile Program is one of the Ministry of Education and Culture programs. In this case, what is meant by a profile is a universal thought that is first seen to be identified and assessed. The profile to be presented here is a profile of a Pancasila student, which is an idea about students who practice Pancasila values in their daily lives (Zakso et al., 2022). The intention of the Pancasila Student Profile Program is a reflection or form/action of students who practice Pancasila values in everyday life, both at school and in their home environment (Leuwol & Gaspersz, 2020).

The competence of the Pancasila Student Profile Program pays attention to internal factors related to the identity, ideology, and aspirations of the Indonesian nation (Saphira, 2022), as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st Century which is currently facing the industrial revolution 4.0. Indonesian students are expected to have the competence to become democratic citizens and to become superior and productive human beings in the 21st century. Therefore, Indonesian students are expected to be able to participate in global development that is sustainable and resilient in facing various challenges (Sufyadi et al., 2021).

Several other researchers have discussed the application of the Pancasila student profile program, among which is in the discussion looking at the implementation of the Pancasila student profile and its implications for student character in schools where the finding that the application of Pancasila student profiles in schools is still low and the implications for the formation of student character is very strong. So, if the profile of Pancasila students is optimized in its implementation at school, the character of Pancasila students will be formed (Kahfi, 2022).

Other research discusses preparing the profile of Pancasila students in learning Civic Education in elementary schools. With the presence of citizenship education in elementary schools, it is hoped that it will shape students' character and help them understand and carry out their rights and obligations to become good, intelligent, skilled, and responsible citizens. Strengthening character education in realizing Pancasila Students is encouraging the birth of good human beings who have six main characteristics, namely critical thinking, creative, independent, faithful, pious to God Almighty, noble, cooperation, and global diversity.

Different from some of the researchers above, Rifa'I et al. with his research which analyzed the effect of the Pancasila Student Profile video media on the character of student independence (Rifa'i et al., 2022). Their research presented the significance of the influence of the use of Pancasila Student Profile video media on the character of student independence.

Based on the description and references above, the researcher is interested in testing and studying the effect of Civic Education Learning and the Pancasila Student Profile Program on increasing students' understanding of Pancasila values. This study consists of 3 hypotheses to be tested. First or H1, Civic Education learning (X1) partially has a significant influence on increasing students' understanding of Pancasila values (Y). Second or H2, the Pancasila Student Profile Program (X2) partially has a significant influence on increasing students' understanding of Pancasila values (Y). Third or H3, Civic Education learning (X1) and the Pancasila Student Profile Program (X2) simultaneously have a significant influence on increasing students' understanding of Pancasila values (Y).

Based on this background and hypothesis, the aims of this study were to 1) test and analyze whether Civic Education learning (X1) partially had a significant effect on increasing students' understanding of Pancasila values (Y), 2) test and analyze whether the Pancasila Student Profile Program (X2) partially has a significant effect on increasing students' understanding of Pancasila values (Y), and 3) testing and analyzing whether Civic Education

Learning (X1) and the Pancasila Student Profile Program (X2) simultaneously have a significant effect on increasing students' understanding of Pancasila values (Y).

Method

The research method used in this study is quantitative. The research location is Gonzaga Tomohon Catholic Middle School. The research sample was 40 students. The primary data source processed in this study was the results of distributing questionnaires compiled based on the indicators of each research variable using a Likert scale. The indicator variable X1 is mastery of the concepts of 1) Pancasila, 2) the 1945 Constitution, 3) Bhinneka Tunggal Ika, and 4) NKRI. The indicators for variable X2 are 1) Faithful, Fearful of God Almighty, 2) Global Diversity, 3) Mutual Cooperation, 4) Creative, 5) Critical Reasoning, and 6) Independent. At the same time, the indicator variable Y is the understanding of the values contained in the five precepts of Pancasila.

The resulting data was then processed/analyzed using the IBM SPSS Statistics version 26 computer program. The analysis in this study was multiple linear analysis. Before testing the research hypothesis (Parametric test), data analysis was first carried out using Validity, Reliability, and Classical Assumption tests (Normality, Multicollinearity, Heteroscedasticity, and Autocorrelation tests).

The formula determines the effect of the independent variables on the dependent variable: $Y = \alpha + \beta_1. X1 + \beta_2. X2 + \beta_3. X3 + \beta_4. X4 + \beta_5. X5 + e$. Y = Dependent Variable (Students' Understanding of Pancasila Values), X1 = Independent Variable (Civic Education Learning) X2 = Independent Variable (Pancasila Student Profile Program) α = constant coefficient β_1-3 = Regression coefficient independent variable e = Error.

Results and Discussion

In this section, the researcher will present the research results in 2 parts, namely, first, analysis of the test instrument test, which consists of validity and reliability tests. Second, analysis of the research data, namely the Classical Assumption test (test for Normality, Multicollinearity, Heteroscedasticity, and Autocorrelation) as a prerequisite test for the regression testing model, Multiple Linear Regression Analysis, and test the research hypothesis.

Test Instrument Test Analysis

a. Validity Test

The basis for making decisions in this validity test is if the r count obtained is $> r$ table and the significance value is < 0.05 , then the data (questions in the questionnaire) are valid. It is known that the r table is 0.312 (see r table on DF 38, sig. level 0.05 or 5%). The formula $n - 2$ or $40 - 2 = 38$ obtains the DF value. The r counts of each variable tested $> r$ table, the sig. < 0.05 . So, it can be concluded that the questionnaire data is valid and can be used to carry out further tests.

b. Reliability Test

This reliability test was tested through Cronbach's Alpha (CA) analysis with the basis/criteria for decision-making: if the CA value > 0.60 , then the data is reliable, and vice versa. The results of reliability testing can be seen in the table below:

Table 1.
Reliability Test Result Variables X1, X2, Y

Variable	N	Cronbach's Alpha
Civics Education Learning (X1)	10	.606
Pancasila Student Profile (X2)	10	.655
Understanding of Pancasila Values (Y)	10	.745

Source: primary data processed

Based on the test results above, it can be concluded that the questionnaire data tested is reliable because the CA value obtained is > 0.60 . If the test is repeated, the data will still be consistent.

Research Result Data Analysis

a. Normality Test

This normality test was carried out using the One-Sample Kolmogorov-Smirnov test. The basis or criteria for decision-making through the One-Sample Kolmogorov-Smirnov test is if the resulting significance value is > 0.05 . The data is normally distributed and can be used for the regression equation (Ghozali, 2016).

Table 2.
Normality Test Result by One-Sample Kolmogorov-Smirnov Test

N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.30582339
	Most Extreme Differences	
	Absolute	.122
	Positive	.070
	Negative	-.122
Test Statistic		.122
Asymp. Sig. (2-tailed)		.139 ^c

Source: primary data processed

Based on the decision-making mentioned above, it can be concluded that the data is normally distributed, which is indicated by the Asymp value. Sig. is 0.139, where the value is > 0.05 .

b. Multicollinearity Test

Table 3.
Multicollinearity Test Results

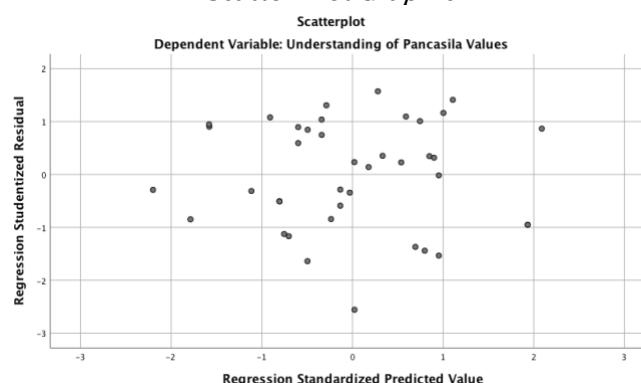
Variable	Tolerance	VIF
Civics Education Learning	.999	1.001
Pancasila Student Profile	.999	1.001

Source: primary data processed

The basis for decision-making in this test is that if the resulting Tolerance value is > 0.10 and the VIF value is < 10.00 , then there is no multicollinearity between the variables. It can be used in the regression equation. Based on the results of the Multicollinearity test in the table above, the resulting Tolerance value is 0.999, and the VIF value is 1.001. Thus, it can be concluded that the basis for decision-making has been fulfilled. That is, there is no multicollinearity between the variables studied, and it meets the requirements in testing the regression model.

c. Heteroscedasticity Test

Figure 1.
Scatter Plot Graphic



Source: SPSS Output Result.

The heteroscedasticity test is carried out by conducting a Scatter Plot Graphic test. The basis for decision-making is if the data in the graph shows the data spread randomly above and below the Y point/line, it can be concluded that the regression model in this study does not contain heteroscedasticity. In the graph, the data spreads randomly above and below the Y point/line. So, it can be concluded that the regression model in this study does not contain or is free from heteroscedasticity.

d. Autocorrelation Test

Autocorrelation testing was carried out using the Durbin-Watson test. A regression model is said to be free from autocorrelation if it meets the criteria for this equation: $dL < d < 4-dU$.

Table 4.
Durbin-Watson Test Results

Variable	Durbin-Watson Value
Predictors: (Constant), Civic Education Learning, Pancasila Student Profile.	2.034
Dependent Variable: Understanding of Pancasila Values	

Source: primary data processed

Based on the results of data processing, it is known that $dU = 1.6000$, $4-dU (4-1.6) = 2.4$, $d = 2.034$ and $dL = 1.3908$. The dU and dL values were obtained through the Durbin-Watson K2 table at a significance level of 5%. If the test results are included in the equation, it will be found that $1.3908 < 2.034 < 2.4$. Based on these data, it can be concluded that in this regression equation, there is no autocorrelation, and it can be used in regression testing.

e. Multiple Linear Regression Analysis

Table 5.
Multiple Linear Regression Model and Partial Hypothesis Test Result

Hypothesis	Variable	Coefficients	t _{count}	Sig.	Description
	(Constant)	10.608	1.150	0.258	
H1	Civic Education Learning - Understanding of Pancasila Values	0.504	2.826	0.008	Significant
H2	Pancasila Student Profile - Understanding of Pancasila Values	0.302	2.287	0.028	Significant

Source: primary data processed

The constant value has a positive value of 10,608. This positive sign indicates a unidirectional effect between the independent and dependent variables. If all independent variables X_1 and X_2 have a value of 0 or no change, then the value of Y is 10,608. The regression coefficient value for variable X_1 is 0.504. This value positively influences the Civics learning variable (X_1) and the Understanding of Pancasila Values variable (Y). This means that if the value of variable X_1 increases by 1%, assuming the values of other variables remain constant, the value of variable Y will increase by 0.504. The regression coefficient value for variable X_2 is 0.302. This value positively influences the Pancasila Student Profile program variable (X_2) and the Understanding of Pancasila Values variable (Y). This means that if the value of variable X_2 has increased by 1%, assuming the values of other variables remain constant, the value of variable Y will increase by 0.302.

f. Hypothesis Test

1) Civic Education Learning Has a Significant Influence on Students' Understanding of Pancasila Values

The first hypothesis (H_1) in this study is that Civic Education Learning has a significant influence on increasing students' understanding of Pancasila values. Testing this hypothesis using the t-test. The basis for deciding this test is if the obtained t count $>$ t table and the sig. $<$ 0.05, then this first hypothesis can be accepted, and vice versa.

The calculated t value obtained for variable X1 is 2,826 with a sig. of 0.008. at the same time, it is known that the value of the t table is 2.02 (see the t table at a significance level of 0.05 or 5%). This means that the t count > t table and the sig value. < 0.05. Thus, these results have fulfilled the basis for decision-making. H1 is accepted. In conclusion, Civic learning partially significantly influences increasing students' understanding of Pancasila values.

The test results are in line with the results of previous studies conducted by Wahana & Mayasari (2017), that Civic Education learning by applying three learning models, namely the Cooperative Learning Model, Reflective Pedagogic Learning Model, and Problem-Based Learning Model, has a significant influence on students' attitudes towards the values contained in Pancasila. The results of this study also corroborate previous research conducted by Istianah & Susanti (2021) where the results of their research show that Citizenship and Pancasila education are very important for the younger generation of the nation to shape the character of students following the noble values of Pancasila which are translated into the five precepts.

The Pancasila Student Profile Program Has a Significant Influence on Students' Understanding of Pancasila Values

The second hypothesis (H2) in this study is that the Pancasila Student Profile Program has a significant influence on increasing students' understanding of Pancasila values. Testing this hypothesis also uses the t-test. The basis for deciding this test is if the obtained t count > t table and the sig. < 0.05, then this second hypothesis can be accepted, and vice versa.

The calculated t value obtained for variable X2 is 2,287 with a sig. of 0.028. at the same time, it is known that the value of the t table is 2.02 (see the t table at a significance level of 0.05 or 5%). This means that the t count > t table and the sig value. < 0.05. Thus, these results have fulfilled the basis for decision-making, and H2 is accepted. The conclusion is that the Pancasila Student Profile Program partially also has a significant influence on increasing students' understanding of Pancasila values.

The test results support the research conducted by (Susilawati et al., 2021) which used a sample of 60 teachers from various provinces in Indonesia, participants in the 2021 School Mobilization Program. The results of their research show that implementing the Pancasila Student Profile Program through the Merdeka Learning platform helps teachers internalize Pancasila values to build student character. Pancasila Student Profile includes faith, piety to God Almighty, noble character, global diversity, independence, working together, critical reasoning, and creativity.

Civic Education Learning and Pancasila Student Profile Programs Simultaneously Have a Significant Influence on Students' Understanding of Pancasila Values

The third hypothesis (H3) in this study is that Civic Education Learning and the Pancasila Student Profile Program simultaneously have a significant influence on increasing students' understanding of Pancasila values. Testing this hypothesis using the F test (ANOVA). The basis for making decisions in this test is if the calculated F is obtained > F table and the sig. < 0.05, then this third hypothesis can be accepted, and vice versa. The following are the results of the F test using SPSS.

Table 6.
The Result of Hypothesis 3rd Test (Simultaneous Influence)

Hypothesis	Variable	F value	Sig.
H3	Civic Education Learning & Pancasila Student Profile – Understanding of Pancasila Values	6.432	0.004

Source: primary data processed

Based on the data presented in Table 6 above, it is known that the calculated F value obtained is 6,432 with a sig. of 0.004. while it is known that the value of the F table is 3.25 (see

the table at a significance level of 0.05 or 5%). This means the calculated F value $>$ F table and the sig value. $<$ 0.05. Thus, these results have fulfilled the basis for decision-making. H3 is accepted. The conclusion is that Civic Education Learning and the Pancasila Student Profile Program simultaneously have a significant influence on increasing students' understanding of Pancasila values.

Table 7.
Coefficient of Determination (R²) Results

Variable	R ²	Adjusted R ²
Civic Education Learning & Pancasila Student Profile – Understanding of Pancasila Values	0.492	0.418

Source: primary data processed

Based on the coefficient of determination data in Table 7 above, the independent variables (X1 and X2) influence the variable Y. The value of R 0.702 indicates a strong relationship between the independent and dependent variables. Meanwhile, the value of R² is 0.492 or 49.2%. This shows that Civic Education Learning and the Pancasila Learning Profile Program influence 49.2% on increasing students' understanding of Pancasila values. The remaining 50.8% is influenced by other factors or variables not examined in this study.

Civic education learning is a means of developing national character in a multicultural society. This resulted in civics learning, which is very important in the development process of the nation's next generation (Lonto & Pangalila, 2020). Therefore, the success of Civic education learning will be very necessary. This success can be achieved with various efforts and innovations in implementing Civic education learning. As explained by Artina (2021) in his research using innovative learning media in optimizing the Civics learning process at Public Junior High School 1 Hamparan Perak. The results of his research showed good results. Through 7 creative activities in solving issues that are applied in Civics learning, it is proven to build students' interest and motivation in learning Pancasila values in forming nationalist and Pancasila character.

Civics Education learning wrapped in the Pancasila student profile program, of course, will further increase students' understanding of the values of Pancasila itself. Pancasila student profiles that contain the value of faith, piety to God Almighty, and have noble character, global diversity, independence, working together, critical reasoning, and creativity (Rahayuningsih, 2021) are thoughts about students who practice Pancasila values in their daily lives. The intention of the Pancasila student profile itself is a reflection or form/action of students who practice or practice Pancasila values in everyday life both at school and in their home environment. Indonesian students are expected to have the competence to become democratic citizens and become superior and productive human beings in the 21st century (Sari et al., 2023). Therefore, Indonesian students are expected to be able to participate in global development that is sustainable and resilient in facing various challenges.

Through innovative Civic Education Learning that is integrated with the Pancasila Student Profile, students as the young generation of the nation's future will understand and apply Pancasila values in their lives as Indonesian citizens with a strong nationalist and Pancasila character (Lonto et al., 2018).

Through this research, we see that through civic education learning and the Pancasila student program, students' understanding of the values contained in Pancasila can increase. Civic education and the Pancasila student profile can increase students' knowledge of Pancasila values. Pancasila students mean lifelong students who are competent and have character according to Pancasila values (Marsidin, 2022). Students who have this profile are students who have fully awakened all six of its constituent dimensions. This dimension is faith, devotion to God Almighty, and noble character: Independent, Working together, Global Diversity, Critical reasoning, and Creative. These six dimensions need to be seen as an inseparable whole. And it can be strengthened through all subjects, including Civic Education.

Conclusion

Based on the results of the research and discussion described above, it can be concluded that Civic Education Learning partially has a significant influence on increasing students' understanding of Pancasila values. This is evidenced by the results of the t-test where t count (2.826) > t table (2.02) and the sig. 0.008 < 0.05. The Pancasila Student Profile partially has a significant influence on increasing students' understanding of Pancasila values. This is evidenced by the results of the t-test where t count (2.287) > t table (2.02) and the sig. 0.028 < 0.05. Civic Education Learning and the Pancasila Student Profile simultaneously have a significant influence on increasing students' understanding of Pancasila values. This is evidenced by the results of the F test where F count (6.432) > F table (3.25) and the sig. 0.004 < 0.05. As for PPKn Learning and the Pancasila Student Profile Program, they have an influence of 49.2% on increasing students' understanding of Pancasila values. 50.8% is influenced by other variables not examined in this study.

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