Implementation of the Pancasila Student Profile Strengthening Project on Improving Students' Social Attitudes Using the Rasch Model at SMPN 1 Bekasi City

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ABSTRACT

The degradation of social values among students is increasingly concerning; the Ministry of Education launched a new program from the Merdeka curriculum, namely the Pancasila student profile strengthening project, which needs to be implemented in every educational institution. The purpose of this study was to examine the impact of the Pancasila student profile strengthening project program on students' social attitudes at SMPN 1 Bekasi City. The population in this study was 262 students in grade VIII, the sample was taken based on the Isaac and Michael table totaling 149 students using simple random sampling technique. The research data were obtained through a student social attitude questionnaire, which amounted to 30 question items. The data analysis technique uses the Rasch model with the Winsteps application. Data analysis was carried out through validity, reliability, descriptive statistics, logit item values, and exposure separation of the level of social attitudes of students at SMPN 1 Bekasi City. The results showed that students' social attitudes were classified as moderate, namely 90%, with an average value of 1.04 - 2.84 *logit*. These results prove that students' social attitudes improve with project activities to strengthen the Pancasila student profile and a positive learning environment.
Keyword : Social Attitudes, Moral Degradation, Rasch Model.

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1. INTRODUCTION

The nationalism values of Indonesian students are declining, as seen in the attitude of students at school and in the community; the values should be reflected in social attitudes as a result of understanding the ideology of the Indonesian nation, Pancasila, which is increasingly fading in the era of globalization. According to the results of the Indonesian Survey Institute (LSI) 2018, only about 6.2 percent of students were able to correctly answer questions on national insight material. Meanwhile, research results from Kompas Research and Development and the Indonesian Centre for Nationality Studies (PSKI) 2022 showed that 28.6% of students understood Pancasila in the classroom, while 21.7% of students understood it from social media.(Deputi of KEMENKOPMK, 2023)

There have been several curriculum changes in Indonesia, such as KTSP, K-13, and now the Merdeka Curriculum. The Merdeka Curriculum is designed to improve students' skills and character in accordance with the Pancasila student profile. The development of Pancasila cannot be separated from binding rules, as stated in Surah Al-Hujurat, verse 13: "O mankind! Indeed, We created you from a man and a woman. Then, we made you into nations and tribes so that you might know one another. The most righteous among you, in the sight of Allah, is the most pious. Verily Allah is He that knoweth all, that comprehendeth all things.(RI, 2002)

The Merdeka Curriculum places Pancasila as the main center of attention in learning through the Pancasila Learner Profile. There are six Pancasila Learner Profiles which include: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity.

Research on the Pancasila Student Profile Strengthening Project conducted by Aisyah Pramita Salsabila Putri explained the important aspects that can shape cultural character in grade 4 students of MINU Tratee Putera Gresik found activities to make damar kurung lantern projects, damar kurung lantern parades, and participation in cultural events as well as integrating the value of cooperation and mutual cooperation in making damar kurung.(Paramita Aisyah, 2023)

Implementation of Pancasila Student Profile in Islamic Religious Education Learning at SMAN 3 Sukaharjo" written by Nadila Puri Paramudita, stated that the integration of Pancasila Student Profile in Islamic Education learning is carried out through practical activities such as congregational prayers, reading asmaul husna, and supporting activities such as Iqro Club. Methods include aligning Student Unity in subjects, fostering student discipline, giving advice to teachers, and explaining ethics to teachers and students. In addition, the active role of teachers, a supportive curriculum to integrate the program, and efforts to improve students' spiritual values also support the success of the program. (Putri Pramudita Nadila, 2023)

The relationship between moral development and social learning was proposed by the father of moral development, Albert Bandura. Students learn when the process of social and moral development of students is pursued by conditioning and imitating activities. During conditioning activities, reward and punishment are needed, while in imitating situations, adults who become models play an important role in becoming a figure, followed by social behavior. (Nupus et al., 2023)

One approach to social attitudes is through the implementation of P5 (Projek Penguatan Profil Pelajar Pancasila) in schools. (Azza Alviah, 2024) P5 is one of the supporting programs that is expected to shape students' social attitudes, such as mutual cooperation, tolerance, honesty, and responsibility. The activities of the Pancasila Student Profile Strengthening Project at SMPN 1 Bekasi City are 1) Sustainable Lifestyle, 2) Building the Soul and Body, 3) Voice of Democracy, 3) Diversity in Diversity, and 4) Entrepreneurship. (Febry Hardiansyah, 2023)

The Pancasila Learner Profile Strengthening Project is an effort to instill essential character values and abilities in everyday life, which are reflected in each individual learner at various levels of education. The Pancasila Learner Profile Strengthening Project is a concrete manifestation of efforts to form learners who have a profile in accordance with the values of Pancasila, which includes dimensions of faith, devotion to God Almighty, noble character, global diversity, spirit of mutual cooperation, independence, critical thinking, and creativity. (Nugraheni Rachmawati, 2022)

The Pancasila Learner Profile Strengthening Project, as part of project-based co-curricular learning, is organized outside the regular lesson schedule, offers greater flexibility than learning activities in the curriculum, and is not tied to the specific objectives of any particular subject. The goal is to develop a Pancasila learner profile that is developmentally appropriate for individual learners. According to Miller, these types of learning situations are considered effective in promoting deeper character development and competence. (Rizky Satria, Pia Adiprima, 2022)

Djaali states that social attitudes include being responsible, caring, honest, confident, collaborative, and able to solve problems involving feelings in a polite manner. In the education space, there are various social attitudes that need attention. According to the Merdeka Education Curriculum, social attitudes include hard work, discipline, confidence, and honesty in the learning process. In addition, the Merdeka Curriculum also explains that social attitudes in learning involve honest, disciplined, responsible, caring, polite, and confident behavior. (Kherysuryawan, 2023)

Students have been taught social values and good social behavior toward teachers and the environment. However, there are still many students who do not reflect polite and respectful attitudes towards teachers or only behave well when there is supervision from teachers and school laws that must be obeyed. These problems also occur in the classroom; for example, during lessons, some students disturb their peers, and some students are ostracized by their peers. These good social values have not become characters that arise naturally for students. (Mitari Juni Atika, 2023)

The Sekolah Penggerak program is part of the Merdeka Curriculum initiative, which aims to help learners develop students' social attitudes in accordance with the values of Pancasila. In this context, SMPN 1 Bekasi was chosen as the research subject because it has implemented the Merdeka Curriculum, implemented the Pancasila Student Profile Strengthening Project, and participated in the driving school program. Therefore, this study examines the quality of students' social attitudes by testing the impact of the implementation of the Pancasila Student Strengthening Project program that has been implemented by SMPN 1 Bekasi City so that students' social attitudes improve in a better direction. (Febry Hardiansyah, 2023). In conclusion, the Pancasila Learner Profile Strengthening Project is an interdisciplinary learning that uses a project-based learning model, where learners observe issues around the environment to strengthen their profile in accordance with the values of Pancasila.

In this study, the Pancasila Student Profile Strengthening Project test that has been implemented by SMPN 1 Bekasi is used as a reference to help achieve an increase in students' social attitudes that are relevant

according to the competency standards set in the independent curriculum. Some previous studies have discussed the effects of programs or efforts made in improving students' social attitudes, but this study more deeply analyzes the implementation of the Pancasila Student Profile Strengthening Project program using Rasch model analysis to determine the strength of the program on students' social attitudes.

2. RESEARCH METHOD

The Rasch model is a modern assessment theory that has the advantage of independence between items and respondents, whereas, in classical assessment theory, the assessment given depends only on respondents. Analysis using the Rasch model is able to provide comprehensive information about the assessment, including an evaluation of the quality of the instruments used, the characteristics of the respondents, and the relationship between items and individual responses. (Eva Dwi Kumala sari, Ahmad Rustam, 2021)

The research sample consisted of 149 students in class VIII of SMPN 1 Bekasi City, who were selected using a simple random side technique, amounting to 5% of the total population, according to the Isaac and Michael table. Data were collected using a questionnaire instrument containing 30 questions about the implementation of activities and students' social attitudes with reference to a Likert scale. Furthermore, data analysis was done using the Rasch model with the Winsteps application.

Table 1. Students' Social Attitudes

Number of Items	Dimensions	Indicators	
1	Responsibilities	a.	Willing to bear the consequences of actions taken or that have been taken.
		b.	Being responsible for the borrowed item by taking care of it and returning it properly.
		c.	Demonstrate integrity by holding the trust given.
		d.	Fulfill school duties with dedication and the best quality.
		e.	Dare to admit a mistake without playing the victim
		f.	Carry out commitments that have been spoken
2	Caring	a.	Helping people who need help.
		b.	Engaging in social activities with the community.
		c.	Caring for the beauty of the surrounding environment.
		d.	Visiting friends or teachers who are sick.
		e.	Mediating problems between friends.
3	Honest	a.	Avoid plagiarism behavior
		b.	Commit to always speaking the truth
		c.	Completing assignments with honesty without cheating.
		d.	Disclose circumstances or facts according to reality
		e.	Have the courage to admit and learn from mistakes
4	Compassionate	a.	mutual respect and appreciation.
		b.	Be neat and polite
		c.	Not mocking and insulting each other
		d.	Greet with a smile and be friendly
		e.	Expressing gratitude for the help of others
		f.	Speak words gently and politely
5	Discipline	a.	Complete tasks on time
		b.	Making the most of time
		c.	Obeying applicable regulations.
		d.	Divide time between learning and playing activities.
		e.	Wearing school uniform according to the schedule
		f.	Carry out class picket according to schedule

3. RESULTS AND DISCUSSION

A. Validity and Reliability

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TABLE 3.1 C:\Users\62895\Downloads\NewRasch7.PRN ZOU327WS.TXT  Jul 11 10:19 2024
INPUT: 149 Person  30 Item  REPORTED: 149 Person  30 Item  5 CATS  WINSTEPS 3.73
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                          SUMMARY    OF    149    MEASURED    Person
┌─────────────────────────────────────────────────────────────────────────┐
│             TOTAL                  MODEL        INFIT         OUTFIT       │
│             SCORE      COUNT    MEASURE  ERROR   MNSQ  ZSTD   MNSQ  ZSTD   │
├─────────────────────────────────────────────────────────────────────────┤
│ MEAN       123.3       30.0      1.85    .27    1.03   .0    1.06   .0     │
│ S.D.         8.3        .0        .62    .04     .45  1.4    1.03  1.2     │
│ MAX.       145.0       30.0      4.23    .50    3.21  3.9    9.90  5.4     │
│ MIN.       102.0       30.0       .56    .23     .35 -2.9     .32 -1.8     │
├─────────────────────────────────────────────────────────────────────────┤
│ REAL RMSE    .30 TRUE SD    .54 SEPARATION 1.79 Person RELIABILITY   .76   │
│ MODEL RMSE   .27 TRUE SD    .56 SEPARATION 2.05 Person RELIABILITY   .81   │
│ S.E. OF Person MEAN = .05                                                  │
└─────────────────────────────────────────────────────────────────────────┘
       Person        RAW    SCORE-TO-MEASURE   CORRELATION      =      .98
  CRONBACH  ALPHA  (KR-20)  Person  RAW  SCORE  "TEST"  RELIABILITY  =  .78
                          SUMMARY    OF    30    MEASURED    Item
┌─────────────────────────────────────────────────────────────────────────┐
│             TOTAL                  MODEL        INFIT         OUTFIT       │
│             SCORE      COUNT    MEASURE  ERROR   MNSQ  ZSTD   MNSQ  ZSTD   │
├─────────────────────────────────────────────────────────────────────────┤
│ MEAN       612.4      149.0       .00    .15    1.03  -.2    1.09   .0     │
│ S.D.       115.8        .0       1.53    .11     .47  2.6     .86  2.8     │
│ MAX.       743.0      149.0      3.58    .71    3.13  7.3    5.43  9.2     │
│ MIN.       256.0      149.0     -4.14    .09     .62 -3.9     .41 -3.9     │
├─────────────────────────────────────────────────────────────────────────┤
│ REAL RMSE    .20 TRUE SD   1.51 SEPARATION 7.63 Item RELIABILITY   .98     │
│ MODEL RMSE   .19 TRUE SD   1.51 SEPARATION 8.03 Item RELIABILITY   .98     │
│ S.E. OF Item MEAN = .28                                                    │
└─────────────────────────────────────────────────────────────────────────┘
               UMEAN=.0000                            USCALE=1.0000
       Item       RAW     SCORE-TO-MEASURE    CORRELATION    =     -.92
 4470 DATA POINTS. LOG-LIKELIHOOD CHI-SQUARE: 7938.09 with 4289 d.f. p=.0000
 Global Root-Mean-Square Residual (excluding extreme scores): .6917
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The table shows the results of the relationship between the instrument presented and the quality of the respondents' answers. *Cronbach's Alpha* value is 0.78 *logit*, which means that the value is in a good category in describing the interaction between respondents (students) and items of students' social attitudes.(Risdianto & Sumartono, 2022)

The relationship between the results of respondents' answers to question items is assessed through the consistency and quality of items. The person reliability value of 0.76 logits and the person item value of 0.98 logits indicate that the consistency of the respondents' or students' answers is categorized as sufficient, but the quality of the items in the analysis of the social attitudes of the students tested is categorized as excellent.(Hardianti et al., 2023)

However, of the 149 respondents analyzed, 138 people, with a percentage of 92.62%, were categorized as fitting the *model* (*FIT model*), and 11 people, with a percentage of 7.38%, were categorized as not fitting the model. This is an advantage of data analysis using the Rasch model and Winsteps; we know that 149 respondents (students) really filled out the questionnaire. Meanwhile, the 11 respondents who did not fit indicated a misconception between the intended statement and what the respondents understood.(Purwasih & Minarti, 2023)

The *separation* values in the *measured person* and *measure item* tables are 1.79 *logits* and 7.63 *logits*. The *separation* value aims to determine the grouping of respondents and items; the greater the separation value, the better the quality of the instrument on all respondents and items. This means that the group above identified only one varies.(Eva Dwi Kumala sari, Ahmad Rustam, 2021)

The *person measure* value of 1.85 *logit* indicates that the average value is greater than the item measure value of 0.00 *logit* (1.85*logit* > 0.00 logit), indicating that students answering the questionnaire have a tendency to have a greater level of social attitude than the level of difficulty of the item. When sorted from the most difficult to the easiest items are items number 1, 8, 10, 24, 11, 27, 14, 4, 23, 12, 7, 18, 26, 15, 22, 5, 9, 6, 28, 16,

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20, 2, 13, 17, 30, 3, 25, 21, 19, 29. Item number 1 has a value of 3.58, which means that the questions from the item are the most difficult to answer, and item number 29 has a value of -4.14, which means that the questions from the item are the easiest to answer by students. The map of students' ability to answer the questionnaire instrument can be seen in the Wright Map image (Person-Item Map) which indicates that the instrument presented is in good criteria.(Suryandai et al., 2022)
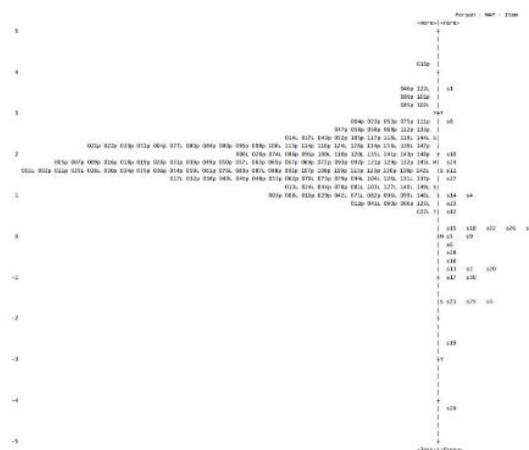
Picture 1. Wright Map

However, from the five dimensions of students' social attitudes analyzed, students of SMP Negeri 1 Bekasi City lack discipline, which can be seen from several items that are not FIT/misfit. The negative statements should be strongly disagreed with, but students should agree with them. It should be a concept of discipline, but they feel doubtful, such as in item S28 with the statement, "I do not change my school uniform when I want to play." students interpret that wearing school uniform when playing outside shows how proud students are of their school, so there is no need to change it even though it can get dirty or damaged. By wearing the uniform outside the school environment, the student seems to want to show his identity and attachment to the school and show that he is proud to be part of this educational institution.
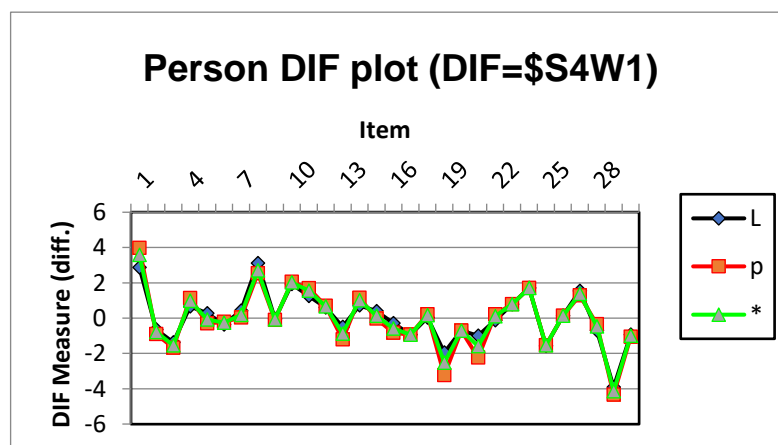
Picture 2. Dif Measure

Based on the results of the analysis of gender bias (DIF) at SMPN 1 Bekasi City, out of 30 items, six

items (20%) are categorized as biased or *DIF* items*.* These items are numbers 1,4,5,8,14, and 21 because the *probability* value *(PROB) <0.05,* which means that the statement items contain *DIF* and can disadvantage or benefit other groups or genders.

Item number 1 of the question is more favorable to women, with the question "I received punishment from the teacher for not doing homework" because, based on many studies, women tend to be more tired. If students feel tired after school and other activities, they may be more likely to forget or postpone schoolwork.(Astuti et al., 2021)

Item number 4 favors males, with the question "I answered the teacher's question correctly" because many studies suggest that males tend to have higher self-confidence in academic contexts. This can make them more courageous in answering questions, even if they are not entirely sure of the answer..(Nurul Hidayati et al., 2022)

Item number 5 more favorable to women, the question "I do not admit fault for my actions," because based on many studies mention that women sometimes may feel unsure whether their actions are really wrong or not. This self-doubt can make them reluctant to admit mistakes until they are absolutely sure.(Wulan et al., 2021)

Item number 8 favors males, with the question "I join organizations outside of school" because, based on many studies, men do tend to be physically stronger; they are often involved in social activities that require physical exertion, such as work as a team when building public facilities around their home or school. Men often feel more suited to engage in these activities. The theory that men are physically stronger.(Sabariah, 2021)

Item number 21 favors women, with the question "I say thank you after getting help from someone" because, based on many studies, women tend to have a higher level of empathy than men. This makes them more sensitive to the feelings of others and more likely to express gratitude as a form of appreciation.(Nurfauziah & Fitriani, 2019)

B. Analysis of Students' Social Attitude Levels

Social attitudes are individual consciousnesses that lead to repeated concrete actions towards social objects. This phenomenon does not only occur among individuals in one society, but also involves interaction with other people. The object in question is a social object, which involves many people in the group, and the action towards it is expressed repeatedly. For example, people's attitude towards the national flag is that they always honor it in a solemn and repetitive manner. Another example is the mourning of the entire group for the loss of a hero.(Bambang Syamsul Arifin, 2015)
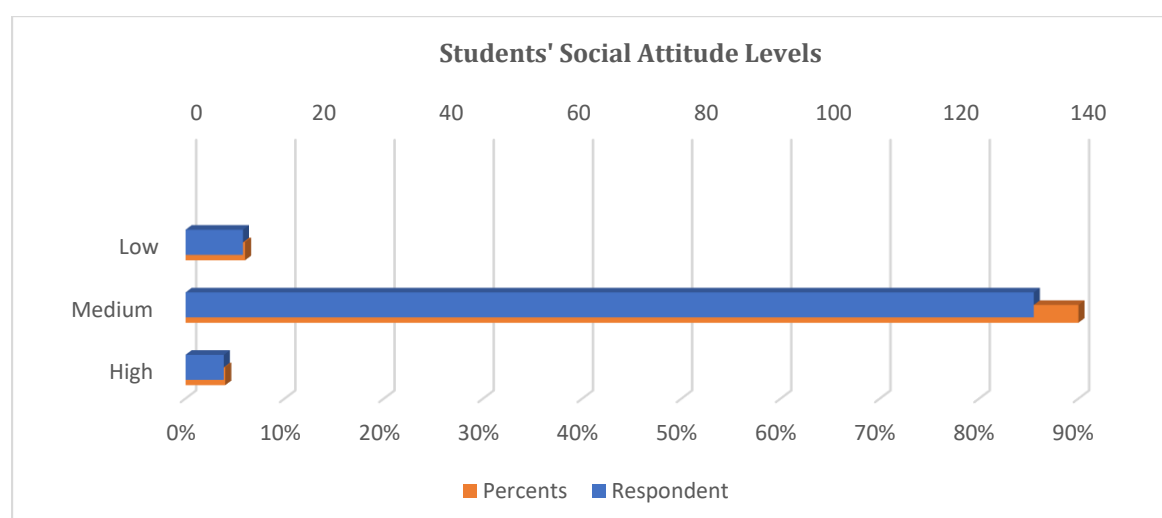
Picture 3. Students' Social Attitude Levels

Based on the analysis results in the table above, it is known that in this study, there were 149 respondents with a total of 30 items (questions) tested on social attitude analysis. The analysis results show that respondents who have the highest social attitudes are six respondents (4%) with an average *person* measure value of 3.18 - 4.32 logits. Furthermore, students who have moderate social attitudes are 133 (90%), with an

average *person measure* value of 1.04 - 2.84 logits. The respondents who had the lowest ability were nine respondents (6%) with an average *person measure* value of 0.56 - 0.98 logit. (Fitria et al., 2022)

C. Discussion

The Pancasila Learner Profile Strengthening Project, as part of project-based co-curricular learning, is organized outside the regular lesson schedule, offers greater flexibility than learning activities in the curriculum, and is not tied to the specific objectives of any particular subject. The goal is to develop a Pancasila learner profile that is developmentally appropriate for individual learners. According to Miller, this type of learning situation is considered effective in promoting the development of deeper character and competencies.(Rizky Satria, Pia Adiprima, 2022)

The Pancasila Learner Profile Strengthening Project provides opportunities for students to experience knowledge as part of the character-building process, as well as providing opportunities to learn from the surrounding environment. Through the Pancasila Learner Profile Strengthening Project, it is expected that students can actively contribute to the surrounding environment.(Syarifah Ida Farida, 2021)

Through project themes to strengthen the profile of Pancasila students consisting of sustainable lifestyles, local wisdom, unity in diversity, building the soul of the body, the voice of democracy, engineering and technology, and entrepreneurship. We will also pay attention to the seven dimensions that will be developed through projects from these themes, including the dimensions of faith in God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Teachers at SMPN 1 Bekasi City try to integrate Islamic Religious Education learning materials with projects to strengthen the Pancasila student profile so that the spiritual, intellectual, and social abilities of students at SMPN 1 Bekasi can improve holistically.

The Pancasila Student Profile Strengthening Project has been running with the theme "care for the environment." Students are invited to clean the school area in mutual cooperation, which builds awareness of the importance of preserving the environment and strengthens the sense of community between students. Making used materials suitable for use and recycling waste aims to increase student creativity. By using used materials, students can learn how to make efficient use of existing resources, reduce waste, and adopt environmentally friendly habits. Projects like these contribute to the formation of social attitudes and environmental responsibility and encourage students to innovate and think critically in solving environmental problems at hand.

The theme of local wisdom at SMPN 1 Bekasi City students made traditional local cakes typical of Bekasi, namely one of which was biji ketapang, bir pletok, kue dongkal, goreng garem. The students enthusiastically noted the tools and materials needed and the steps for doing the jojorong project, looking happy and excited when many of them asked questions and immediately practiced. One of the traditions that enliven the traditional wedding of the Betawi people is Rebut Dandang, which is often held in conjunction with the Palang Pintu tradition, which features a combination of martial arts and pantun literature. Learners develop curiosity and inquiry skills through the exploration of culture and local wisdom from the surrounding community or their area, and understand its development in depth.(Rizky Satria, Pia Adiprima, 2022)

Implementation of the Pancasila Student Profile Strengthening Project with the theme of Unity in Diversity. The theme of Pelangi Bangsaku This activity includes cultural titles and cultural exhibitions. The cultural degree features dances, folk songs, and traditional ceremonies from various regions in Indonesia, while the cultural exhibition displays elements of culture from traditional houses, traditional clothing, regional specialties, special weapons, and languages. The Pelangi Bangsaku is a very strong metaphor that reflects the diversity that exists in Indonesia. Indonesia, with its diversity of cultures, ethnicities, languages, and religions, is united in a harmonious unity. Each color in the rainbow has its own beauty and uniqueness, as well as every element of culture and belief in Indonesia. In addition, learners are also taught to examine the perspectives of various religions and beliefs critically and reflectively and examine the impact of negative stereotypes on the occurrence of conflict and violence.(Deni Hadiansyah, 2022)

The next theme, "Build the Soul and Body," with the title "Well-being: Healthy My Body Strong My Body," aimed to raise students' awareness about the importance of mental health, physical health, and social attitudes. In terms of mental health, students received socialization from the police on juvenile delinquency, anti-smoking, anti-drugs, student brawls, and anti-bullying and made posters on these issues. For physical health, students were introduced to the concept of balanced nutritious food and the importance of exercise. They were also taught how to calculate calorie intake according to age and weight and assess the nutritional adequacy of their diet. In addition, the project aims to foster positive social attitudes, such as empathy,

cooperation, and concern for others, by encouraging students to actively participate in group activities and support each other in achieving common goals.

These themes show that students' social attitudes can develop well. Through various activities such as anti-bullying and anti-drug socialization, poster making, and outing class activities that involve cooperation and active participation, students are taught to respect each other, support friends, and contribute positively in groups. This will increase empathy, caring, and the ability to collaborate, which are indicators of high social attitudes. Thus, the level of social attitudes of students at SMPN 1 Bekasi City shows a moderate social attitude (90) with an average value of 1.04 - 2.84 *logits.* Of the five dimensions of students' social attitudes analyzed, students of SMP Negeri 1 Bekasi City students lack the dimension of discipline; this can be seen from several items that are not FIT/misfit.

However, the results of research and interviews with teachers, the activities in P5, particularly the group discussions and the theme of respecting differences and mutual tolerance, significantly contributed to the improvement of students' social attitudes. Positive social attitudes not only help students collaborate and appreciate differences but also create a more inclusive and supportive learning environment. Teachers and parents play an important role in facilitating and directing this process so that each student can develop better social attitudes.

4. CONCLUSION

Students' social attitudes improved with the Pancasila profile strengthening project as a form of effort to implement the Merdeka curriculum at SMPN 1 Bekasi. This is in line with efforts to integrate the curriculum and co-curriculum in order to create students who are successful in academics and social attitudes. By making the dimensions in the Pancasila Profile Strengthening Project a reference for program implementation and evaluation, it is complemented by indicators of students' social attitudes, including responsibilities, caring, honesty, compassion, and discipline.

Rasch's analysis modeled the analysis of each questionnaire item, resulting in a more detailed and specific interpretation. The analysis results show that six respondents (4%) have the highest social attitudes. Furthermore, students who have moderate social attitudes are 133 (90%). The respondents who had the lowest ability were nine respondents (6%). Therefore, in addition to this program being carried out at school, the involvement of teachers and parents and the community around students' also needs to work together to improve students' social attitudes. With interesting teaching materials or activities, projects related to hot topics among students, and role models provided by parents and the school community. Further research can consider what other movements can maximize the improvement of students' social attitudes towards a better direction.

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