

PSYCHOLOGICAL DIMENSIONS AND PEDAGOGICAL SKILLS IN DEVELOPING PANCASILA-BASED HUMANISTIC VALUES FOR STUDENTS IN INDONESIA

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Abstract

The Indonesian Ministry of Education has implemented a new curriculum, the Merdeka curriculum. This new curriculum emphasizes student-centered teaching and learning activities. However, problems and issues in the teaching of Psychology, Pedagogy, and Pancasila continue and are consistent. This study aims to explore teachers' understanding of methods and experiences in learning how to improve students' humanistic values based on Pancasila, and linked to the Merdeka curriculum. This is qualitative research. Case studies were conducted using participant observers and investigators. A total of 6 informants were selected by purposive sampling. The sample consisted of 2 Psychology teachers (counseling), 2 PPKN teachers (Pancasila), and 2 pedagogy teachers. Data were obtained through interviews, classroom observations, semi-structured interviews, and document analysis. The findings show that teachers have a very good understanding of the concept of differentiation in the Merdeka curriculum; however, teachers experience obstacles and difficulties in their practice and in implementing Pancasila values because the independent curriculum implemented does not influence students' attitudes toward these humanistic values. Therefore, this study suggests that teachers' teaching methods and strategies for learning students' Humanistic values need to be improved and fully supported by schools.

Keywords: Psychological Factors; Pedagogical Skills; Pancasila; Humanistics; and Differentiation Learning.

Abstrak

Kementerian Pendidikan Indonesia telah menerapkan kurikulum baru, yaitu Kurikulum Merdeka. Kurikulum baru ini menekankan kegiatan belajar mengajar yang berpusat pada siswa. Namun, permasalahan dan isu dalam pengajaran Psikologi, Pedagogi, dan Pancasila masih terus berlanjut dan konsisten. Penelitian ini bertujuan untuk mengeksplorasi pemahaman guru tentang metode dan pengalaman dalam pembelajaran untuk meningkatkan nilai-nilai humanistik siswa berdasarkan Pancasila, dan dikaitkan dengan Kurikulum Merdeka. Penelitian ini merupakan penelitian kualitatif. Studi kasus dilakukan dengan menggunakan metode observasi partisipan dan peneliti. Sebanyak 6 informan dipilih secara purposive sampling. Sampel terdiri dari 2 guru Psikologi (konseling), 2 guru PPKN (Pancasila), dan 2 guru pedagogi. Data diperoleh melalui wawancara, observasi kelas, wawancara semi-terstruktur, dan analisis dokumen. Temuan penelitian menunjukkan bahwa guru memiliki pemahaman yang sangat baik tentang konsep diferensiasi dalam Kurikulum Merdeka; namun, guru mengalami kendala dan kesulitan dalam praktik dan penerapan nilai-nilai Pancasila karena kurikulum mandiri yang diterapkan tidak memengaruhi sikap siswa terhadap nilai-nilai humanistik tersebut. Oleh karena itu, penelitian ini

menyarankan bahwa metode dan strategi pengajaran guru untuk menanamkan nilai-nilai humanistik kepada siswa perlu ditingkatkan dan didukung penuh oleh sekolah.

Kata kunci: *Faktor Psikologis; Keterampilan Pedagogis; Pancasila; Humanistik; dan Pembelajaran Diferensiasi.*

INTRODUCTION

Differentiated Learning is "An approach that provides learning opportunities to students while embracing individual differences and needs". H. Morgan (2014). Considering the diversity of students in the class, teachers must use methods and strategies that support the learning process easily, which support how the values of Pancasila can be applied well. Therefore, teachers always try to apply learning strategies that are appropriate to the existing program. The effective learning process is often hampered by various student characteristics such as interests, readiness levels, learning abilities, attitudes, and emotional development of students (Kanevsky, 2011).

The emotional development of students is very important to pay attention to, in the application of the Differentiation method in the independent curriculum, teachers must follow the stages that are in accordance with the application of psychological factors, pedagogical skills and Pancasila, to increase and develop human values in students, various efforts have been planned and attempted to create an environment and learning process that allows students to actively develop their potential in the form of spiritual religious strength, self-control, personality, intelligence, noble morals, and skills that can survive in community life.

In society, good values are crucial for developing a positive personality. Living with others in society has various influences that lead to psychological growth and value development. A happy life can go hand in hand with a good education and a positive personality. Good personality and education are the best way to teach good moral values to society. According to the Republic of Indonesia Law Number 2 of 1989 Article 4, National education aims to enlighten the life of the nation and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble morals, has knowledge and skills, has a strong and independent personality, and has a social and national personality. (National education aims to enlighten the life of the nation and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble morals, has

knowledge and skills, has a strong and independent personality, and is responsible for society and the nation) According to this article, education is related to the creation of human values as resources to become a human being who is intelligent, has noble morals, is independent, and is responsible for the environment.

National education aims to enlighten the life of the nation and develop the whole Indonesian human being, namely a human being who believes in and is devoted to God Almighty. The principles in Pancasila are used to develop human values in students, namely (1) a human being who believes in, (2) is devoted to God Almighty and has noble morals, (3) has knowledge and skills, (4) has a strong and independent personality, (5) has social and national responsibility. The five principles of Pancasila are used to teach human values to students in schools. Schools as places of formal academic education require good systems and programs because schools are part of the emotional factors that influence adolescent behavior (Kumara, 2012).

Schools are places where students begin to apply the values of Humanities and the values of Pancasila because both are closely related to the ideals of Pancasila, which is a state concept that has taken root, developed into the nation's identity, and become the foundation for fostering humanist values in Indonesian culture.

Humanistic values can be developed through education; the word "education" is synonymous with the word "school." Humanistic values are taught to children in schools through habits, concrete examples, and practices in the students' daily lives in the classroom and their environment. Both psychological and pedagogical elements influence how students develop their humanistic values. Psychological aspects have a significant influence on student behavior in terms of self-confidence, self-efficacy, self-esteem, independence, motivation, and anxiety. When students experience self-doubt or are unable to make independent decisions, they will feel anxious and even hopeless about themselves, which will lead to prolonged anxiety and ultimately lead to detrimental actions related to criminalization. These students ultimately behave negatively because they cannot control their psychological problems.

Therefore, it is clear from here that psychological elements have a significant influence on students' views and behavior. In addition, the application of pedagogical values that do not match students' needs will result in gaps in school teaching programs. To achieve educational goals, teachers must also improve their capacity holistically, both in terms of student psychology or emotional aspects as well as pedagogical aspects, learning innovation and the use of correct methods Wijayanti, N., & Wicaksana, FA

(2023).) and Ki Hajar Dewantara (Father of Indonesian National Education) is to guide all the natural powers that exist in children so that they can achieve the highest safety and happiness as individuals and members of society. Therefore, with guidance from psychological components and direction from pedagogy based on Pancasila values, children will develop into human beings with character.

RESEARCH METHOD

This study used a qualitative approach (Denzin et al., 2005). This qualitative study focused on multi-methods, involving an interpretive and naturalistic approach to the subject. This section discusses the development of interview questions, sample and site selection, the implementation of the pilot study, and data analysis methods. Participants were also asked to sign a consent form for all interviews, as their movements, expressions, and feelings would be recorded. To maintain the confidentiality of participants' identities, all details regarding names, school names, video recordings, and interview transcripts were stored in a secure location.

In this study, informants refer to participants who focus on facts in developing active experiences within the context of who they are and what they do. The purpose of selecting informants is to obtain multiple perspectives from which the phenomenon occurs, as well as information provided holistically and in-depth. Purposive sampling is recommended in selecting informants to ensure that they commit to providing all details of their experiences during the interview (Merriam & Tisdell, 2016). This selection of informants aligns with the recommendations of Gay et al. (2012) and Creswell (2018).

In qualitative research, there is no limit to the number of informants at the beginning of the study; however, it all depends on the research question (Merriam & Tisdell, 2016), until the data reaches saturation (Lincoln & Guba, 1985; Patton, 2002). However, recommendations vary, for example, one to thirty informants (Creswell, 2018); one to forty informants (McMillan & Schumacher, 2014); and two to ten informants. In this study, the researcher selected six informants who met the criteria as mentioned in the subheading, with several additional recommendations from the Ministry of Education of the Batam Islands.

1. Participants

The number of participants selected for this study was limited to 6 six participants; two Psychology teachers, as needed (two pedagogy teachers, and two PPKN teachers). Therefore, six prominent high school teacher informants were selected in this study based on the research questions (Merriam & Tisdell, 2016). According to Miles et al. (2013), the selection of research locations must meet the criteria of ease of access, rich data in the process or program, interaction with informants, good relationships with informants, quality and credibility of research, and guaranteed data confidentiality.

Researchers followed interview standards by providing consent forms to informants and ensuring the confidentiality of interview information. In this study, each informant was given a nickname. Pseudonyms were used to allow identification and association with real names (Merriam & Tisdell, 2016). Furthermore, pseudonymization ensured the confidentiality of interview information from the public.

2. Data collection

The data for this study were collected by the researcher himself by visiting the selected schools.

- **Semi-structured interviews**

Data collection began in October 2023 and ended in December 2023 after the location and participants were selected. Researchers will do interviews with four (6) teachers at the right time and under the right conditions. An interview with the teacher is for understanding perceptions and experiences of teachers in practicing the Differentiation Method in curriculum independence, and how they use various teaching techniques and strategies, resources, learning activities, lessons for class, and outside class

- **Class Observation**

The observation class will be done a number of days before the interview with the participants. This allows researchers to see how the method of Differentiation learning is applied to the Merdeka curriculum at the school, and to determine whether participants answer during the interview in accordance with expected results.

- **Analysis Document**

In addition to interviews and observations, class analysis documents will also be used as an instrument to enrich the data collected from participants. Documents to be analyzed covering book attendance, training students, notes, practices, and reports results extra extracurricular as well as results of study students. Documents analysis report results, students will use to get data about the achievement of students in increasing the value of humanity students based on Pancasila.

RESULTS AND DISCUSSION

Analysis. This follows a procedure reporting study, qualitative, which is defined with the acronym DCR (Describe, Compare, and Relate) (Merriam & Tisdell, 2016). Therefore, the findings study served to describe themes and subthemes that emerged, then compare it verbatim with informants and connect or contrast findings with the literature and research in the field of relevant studies. The main themes that emerged are ' Building values humanist '. Therefore, analysis and discussion of the collected data served to question research in line with the main themes and subthemes that emerged.

Based on the findings, all teachers agreed that the Differentiation Method can help students build Humanistic values and the application of differentiated learning methods, where, in this differentiated learning, teachers facilitate learning activities by considering the level of readiness, talents, interests, character, and profiles/learning styles of students. Differentiated learning can be focused on the components of content/teaching materials, learning methods or processes, products, or learning outcomes taught, and the learning environment. This differentiated learning method is often associated with the lecture method, where teachers always provide direction to students with lectures, or give good directions and encourage students to behave positively.

Based on the analysis, all teachers also agreed that this method of differentiated learning is able to influence the academic performance of students A number of reasons given by the teacher include: From the methods mentioned, students can not only improve their character, but also develop self-efficacy, self-esteem, and self-motivation in a better direction. Building self-confidence in achieving values motivated by the right method will also provide positive values. In addition, an assessment is given of the methods used, in which the improvement of the basic values of Pancasila is to improve the humanitarian values of students so that they always behave well and have noble morals.

In addition, some institutions motivate the practice of positive values, and teachers always provide guidance so that students remain disciplined and continuously improve positive values in their lives, both at school and at home. This is shown in Table 1.

Table 1. An example of a method to build values for a humanistic student based Pancasila

<p>Contoh pernyataan membangun nilai-nilai kemanusiaan, Menjaga nilai-nilai kemanusiaan dan sikap,prilaku positif.</p> <p>Persepsi Guru</p>
<p>Participant One: “...fokuskan siswa itu berkarakter, dan berakhalak mulia...” (DU6 P.1) ...focus on students having character and noble morals. (DU6 P.1)</p> <p>“...selalu memberikan pengertian kepada siswa...”(DU6 P.1) always give understanding to students (DU6 P.1)</p> <p>“...bisa menhargai satu sama lain,menghargai orang tua, menghargai guru sehingga dia nanti bisa bersikap...” (DU6 P.1) (can respect each other, respect parents, respect teachers so that they can later behave. (DU6 P.1)</p>
<p>Participant Two: “...focusnya bimbingan kaonsling, ada kami diberikan untuk masuk kelas, ada kami untuk melakukan bimbingan, baik individu maupun kelompok diluar kelas...” (DU36.P.2)</p> <p>...the focus of the counselling is on individual counselling, we are given to enter the class, we are there to provide guidance, both individual and group outside the class)... (DU36)</p>
<p>Participant Three “...kalau misalkan di luar kelas, ya inilah buk, kita pastinya melakukan konseling individul ...”(DU64 P.3) (if for example outside the class, yes this is it ma'am, we definitely do individual counselling) (DU64 P.3)</p> <p>“...ada hukuman sesuai perjanjian (DU64 P.3) "... there is a punishment according to the agreement (DU64 P.3)</p>
<p>Participant Four :”...mengembangkan nilai-nilai kemasyarakatan, tentu sesuai dengan nilai-nilai karakter yang sesuai dengan nilai-nilai kemanusia berdasarkan Pancasila...” (DU91.P.4) (developing social values, of course in accordance with character values that are in accordance with humanistic values based on Pancasila (DU91.P.4</p>
<p>Participant Five:“...biasanya kita gunakan media, dan metode ceramah buk...” (DU116.P.5) “...usually we use media, and lecture methods, buk...”.(DU116.P.5)</p>
<p>Participant Six: “...lebih medekatkan pada persoalan...” (DU142.P.6) (closer</p>

to the problem (DU142.P.6

In addition, Participant One provided a detailed explanation of his views on the methods applied, whether they had been agreed upon once, twice, or three times, and they began to change. The goal is to ensure that, without such agreements, they can learn to behave better. According to Participant Three, to implement methods to improve student discipline, students and teachers must first agree on a method at the beginning of class. Teachers and students can agree that if a violation occurs, there will be an appropriate punishment, as a contract, so that the methods implemented by the teacher run smoothly.

Furthermore, Participant Four emphasized that social values and character values must be adapted to the values of human morality based on Pancasila. To achieve these values, Participant Five said that teachers also often utilize available social media so that negative habits and a lack of humanistic values can be addressed early on.

In discussing student disrespectful behavior, Participants Five and Six stated that they would call the student, then ask them why they behaved that way and why they behaved this way, so that they would later get an answer for the behavior the student displayed. However, if all measures had been taken and the student did not change, then the guidance counselor would take or call the student, and the next strategy would be carried out until the student provided the requested answer.

In this study, researchers found that teachers' understanding of the implementation of the Differentiation method greatly influences students' attitudes and positive behavior in building students' human values based on Pancasila. Therefore, the factors of Psychology, Pedagogy, and Pancasila can identify activities, explore, implement, explain challenges, and recommend learning activities that can influence relevant relationships with the education of students' humanist values based on Pancasila.

Based on analysis documents, researchers find an existence gap with teacher understanding. Where the data shows that there is a big gap in academic performance and attitudes of students, Student Lots violate rules and attitudes, No impolite, and too often jump the fence. Based on research results, the application of the Differentiation Method needs to be improved to follow the applicable curriculum. Data collection involved not

only interviews with participants but also informal interviews with colleagues to support the primary data.

CONCLUSION

It can be concluded that in a qualitative study of six Psychology, Pedagogy, and Pancasila teachers interviewed for this study, they had almost the same views and ideas, and some had different views based on their knowledge and experience in school. The results of the quantitative analysis showed that most respondents understood the definition of Learning Psychology, Pedagogy, and Pancasila to develop students' humanistic values based on Pancasila, although they had not fully practiced and utilized them in 21st-century education.

The results of this study support Gillies and Boyle's (2010) research, which stated that social engagement is necessary for interacting with new learning environments. For example, 21st-century Education classroom preparation can increase helping behavior, particularly in achieving learning objectives. Both Western and Muslim scholars have discussed students' spiritual and moral engagement through active learning activities. However, interviews revealed a greater focus on experiential learning, student engagement, and student-centered learning.

Second, regarding learning activities to foster Pancasila's humanist values in students, most teachers indicated the use of methods such as question-and-answer sessions, discussions, presentations, group and peer assessments, and lectures. Furthermore, interviews revealed that the preferred activities for both teachers and students were group work, presentations, guided presentations, both group and individual, demonstrations, quizzes, and the use of PowerPoint presentations.

Third, the current level of teachers' perceptions of learning activities to enhance Pancasila's humanist values in students in the following aspects, namely politeness learning, attitude and behavior change, social engagement, and spirituality, provides evidence that the ten sub-constructs are important in developing Pancasila's humanist values in students holistically. In this study, how teachers actually implement learning activities to bind students' humanist values produces diverse results due to differences in teacher experience, knowledge, and skills. Each teacher has a unique teaching style and different student backgrounds. The implementation has important requirements in teaching Psychology, Pedagogy, and Pancasila, which include induction tools, explanations, positive learning activities, conclusions, and assessments (if any).

Challenges and recommendations in implementing learning activities to enhance these humanist values are mentioned in the results of the last research question.

Based on the analysis of the interviews conducted, key issues and recommendations from the participants emerged. These key obstacles include students' lack of awareness of school discipline, limited time, students with diverse abilities, and teachers with numerous additional workloads beyond teaching. Recommendations for improving teaching and learning include teachers' increasing self-motivation and attending relevant teacher training courses. It is hoped that all suggestions will be taken seriously by the relevant authorities for future improvements.

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