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ANALYSIS OF PANCASILA LEARNER PROFILE SUB-ELEMENT OF SELF-REGULATION OF PHASE B ELEMENTARY SCHOOL STUDENTS

Julia Ayu Puspita[1], Aditya Dyah Puspitasari[2], Priyono Tri Febriyanto[3], Fatimah Azzahra'[4]
[123]Universitas Trunojoyo Madura; Indonesia
Correspondence email; juliaayu2018@gmail.com

Abstract	Self-regulation is an element that is part of the independent dimension which is part of the 6 pillars of Pancasila students. The research conducted has the aim of knowing the level of self-regulation in students, especially at elementary school age. In this study using descriptive quantitative methods. The subjects studied were elementary school students, especially phase B and elementary school teachers. In grade 3 and 4 elementary school students, there were 46 respondents. The technique used for data collection is a questionnaire. The results of this study are that elementary school students show that in self-regulation, the emotion regulation indicator gets 66.6%, the indicator of setting learning, achievement, and self-development goals and strategic plans to achieve them gets a percentage value of 82.6%, the indicator shows initiative and works independently gets a percentage value of 62.9%, the indicator develops self-control and self-discipline gets a percentage of 63.1%, the indicator is confident, resilient, and adaptive gets a percentage of 62.9%.
Keywords	Pancasila Student Profile; Independent; Self-Regulation

INTRODUCTION

The current educational transformation has given birth to a new educational design with an independent learning program. The current development of the times that continues to run, it is very necessary to reform from all fields, especially the field of education. The independent learning program is committed to realizing a generation of Pancasila students with the ability of innovation and freedom in self-development to improve the quality and relevance of education (Gumilar dkk., 2023). Pancasila students are also the embodiment of Indonesian students who have global competence and behave according to Pancasila values (Musdolifah dkk., 2023). The Pancasila Student Profile (PPP) is present as the vision of the Ministry of Education and Culture 2020-2024 which aims to create Pancasila students who are faithful, devoted to God Almighty, and have noble character, global diversity, mutual cooperation, independent, creative, and critical reasoning (Kemdikbud, 2021).

The six pillars of the Pancasila student profile are considered very important for the current era. One of the elements that is considered indispensable to face the times is to be an independent learner, which means that he can be responsible for himself including the process and results of his learning (Kamal and Rochmiyati, 2022). This independent value has elements, namely 1) awareness of self and the situation at hand, and 2) self-regulation (Kemendikbud, 2022). In the first element about awareness of self and the situation at hand, it is then expected to be able to reflect on the conditions and situations of himself starting from understanding his emotions and strengths and limitations, then with that, he is able to recognize changes and developments in himself. While the second element is self-regulation, where this self-regulation element is later expected to regulate his thoughts, feelings and behavior to achieve his learning goals (Kamal and Rochmiyati, 2022)

Self-regulation of Pancasila students is the ability to regulate both thoughts, feelings, and behavior in order to achieve learning goals and improvements in both academic and non-academic domains (M. W. D. Sari & Oktaviarini, 2023). In the independent pillar, this self-regulation element is also divided into several sub-elements, namely: 1) emotion regulation; 2) setting learning, achievement and self-development goals and strategic plans; 3) showing initiative and working independently; 4) developing self-control and self-discipline; 5) becoming a confident, resilient or resilient and adaptive individual. So from the above it can be said that self-regulation is the ability to control what is in him against what he wants to achieve, so that with that there will be an effort in achieving goals. So with that self-regulation is considered important in helping to prepare student

competence in achieving achievement in learning.

The importance of self-regulation in students is also supported by research conducted by Sari, M. W. D., & Oktaviarini, N. (2023), in this study said that self-regulation in students is categorized as sufficient with a percentage value of 52% with the aspects studied including goal setting, planning, self-motivation, attentional control, flexible use of strategies, self-monitoring, seeking appropriate help, and self-evaluation. Then further research conducted by Winitri, R., Hapidin, & Nurani, Y. (2020), said that students need the ability to regulate themselves or self-regulation so that they can improve high mathematics skills. And this self-regulation also has a role in planning, implementing, and evaluating the learning process (Winitri dkk., 2020) .

Seeing from the above opinion, it can be concluded that self-regulation or self-regulation in independent pillars in students is very important in today's learning process, in connection with this, the researcher is interested in conducting a study on self-regulation based on 5 indicators of achievement in the Pancasila student profile guidelines and using the title "Pancasila Student Profile Analysis of Self-Regulation Elements in Elementary School Students". From the above background, the researcher has a research objective, namely to determine the level of self-regulation in students, especially in phase B of elementary school in the midst of advancing times.

METHOD

In the research to be carried out using a quantitative approach, with a type of descriptive quantitative research. By using this research, it is expected to obtain complete information objectively. The subjects of this research are elementary school students, precisely in phase B, namely grade 3 and grade 4 of SDN Telang 1 Bangkalan, which are considered to have a relationship with the problem to be studied. The number of students used as research subjects is 46 students. Then it is also supported by the teacher who is the homeroom teacher. In this study, the sampling technique used was purposive sampling.

The data collection technique used in this descriptive quantitative research is a questionnaire. This questionnaire uses a Guttman scale to determine the level of regulation in students. The research instrument used is a googleform questionnaire addressed to students and addressed to teachers. The statement is divided into positive and negative statements, this is to determine the consistency of answers from students. In this statement there are two answer choices, namely YES and NO, with points between 1 and 0. Then the data analysis technique in this study uses descriptive

statistics. In determining the percentage level of self-regulation in students, using the calculation technique according to (Arikunto, 2021, in Paat, M., 2022) the percentage formula is as follows:

$$P = \frac{F}{N} \; X \; 100\%$$

Description:

P: Percentage rate

F: Frequency of answer

N: Total number of respondents

The data that has been converted into percentage data is then interpreted according to the score interpretation criteria proposed by (Riduwan, 2013, in Siahaan, S. Y., Wijarini, F., & Adhani, A. (2021)) as follows:

Table 1. Score Interpretation Criteria

Persentase (%)	Category
0-25%	Very Poor
26-50%	Not Good
51-75%	Good
76-100%	Very Good

(Source; Modified Riduwan, 2014: 88)

FINDINGS AND DISCUSSION

Findings

This study presents the level of self-regulation of the independent dimension on the profile of Pancasila students, from self-regulation is divided into 5 indicators, namely emotion regulation, setting learning, achievement, and self-development goals and strategic plans to achieve them, showing initiative and working independently, developing self-control and self-discipline, self-confidence, resilient, and adaptive. The percentage results of each indicator are below.
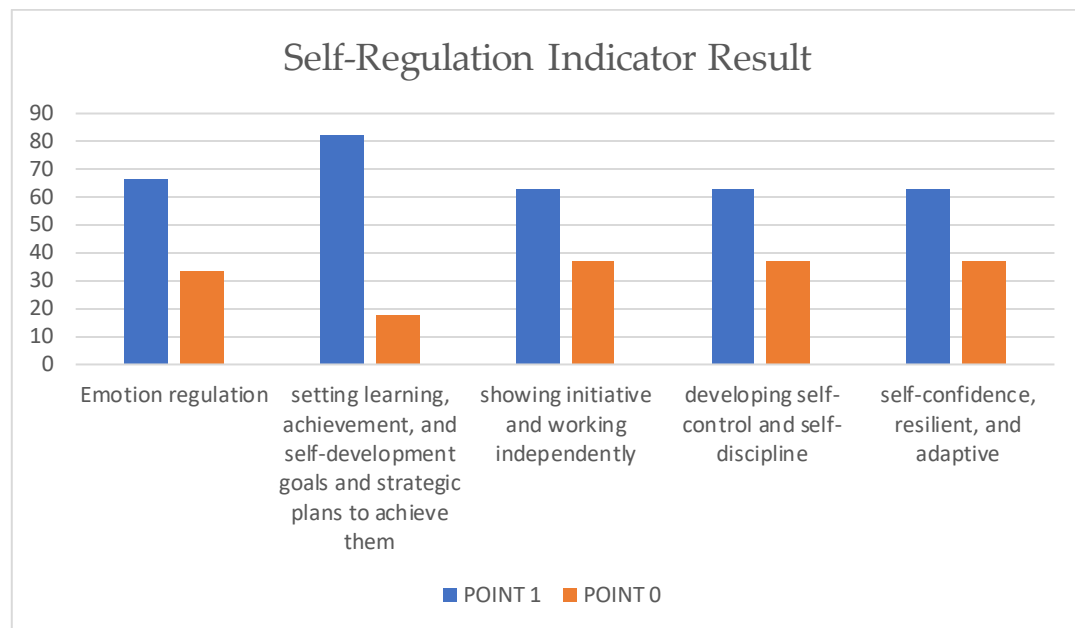
Figure 1. Graph of Self-Regulation Indicator Questionnaire Results

The percentage results of the first indicator of emotional regulation obtained a percentage of 66.6%, if adjusted to the criteria table, it can be categorized as good. The percentage results of the second indicator of setting learning, achievement, and self-development goals and strategic plans to achieve them obtained a percentage of 82.6%, if adjusted to the criteria table, it can be categorized as very good. The percentage result of the third indicator, namely showing initiative and working independently, obtained a percentage of 62.9%, if adjusted to the criteria table, it can be categorized as good. The percentage results of the fourth indicator, namely showing initiative and working independently, obtained a percentage of 63.1%, if adjusted to the criteria table, it can be categorized as good. The fifth indicator of being confident, resilient, and adaptive obtained a percentage of 62.9%, if adjusted to the criteria table, it can be categorized as good.

Discussion

The purpose of this study was to obtain an overview of the level of self-regulation of grade 3 and 4 students at SDN Telang 1. Based on the results of the research that has been described, the five indicators of self-regulation occupy a good to very good level of self-regulation. Because according to Riduwan's opinion in Siahaan, S. Y., Wijarini, F., & Adhani, A. (2021), the level of self-regulation is said to be good if the percentage is above 61%-80% and is said to be very good if the percentage is above 81%. Self-regulation based on indicators found that the indicator of setting learning, achievement, and self-development goals and strategic plans to achieve them has the

highest percentage value compared to the other four indicators. Even with results that can be classified as good, students still have to get supervision and assistance from teachers in order to optimize all indicators that are aspects of this self-regulation. Because it is adjusted to the opinion (Kamal & Rochmiyati, 2022) that with this self-regulation, it is hoped that students will be able to regulate their thoughts, feelings, and behavior to achieve balance in meeting their learning goals. Not only in learning, self-regulation can also strengthen religious values for students, because it can help manage behavior, thoughts, and emotions and build mental stability to face challenges (Jihad, M. I. F. A., 2023).

From the results in this study in line with research conducted by Winitri, R., Hapidin, & Nurani, Y. (2020), it is said that to improve their ability to learn students need the ability to regulate themselves or self-regulation starting from an early age. Then it is also supported by research conducted by Sari, M. W. D., & Oktaviarini, N. (2023), in his research saying that self-regulation in grade 4 students is quite good, with good self-regulation, they are able to set goals, planning, self-motivation, attentional control, flexible use of strategies, self-monitoring, seeking appropriate help, and self-evaluation.

From the discussion above, it can be concluded that the level of self-regulation in students of SDN Telang 1 phase B grades 3 and 4 is classified as good. With these results, efforts are needed to maintain and improve each indicator of self-regulation, because of course this effort cannot only be left to students, of course, it requires assistance from teachers and school officials so that the level of regulation in students continues to be improved. Because with this self-regulation, students will also be able to take responsibility for themselves and be able to regulate thoughts, feelings, and behavior to achieve learning goals.

CONCLUSION

Based on the research conducted and the description of the data, it can be concluded that the level of self-regulation in elementary school students in the first indicator, namely emotional regulation, is 66.6% which gets a good category. In the second indicator, setting learning, achievement, and self-development goals and strategic plans to achieve them gets a percentage value of 82.6% which gets a very good category. In the third indicator, showing initiative and working independently received a percentage value of 62.9%, which shows a good category. In the fourth indicator, developing self-control and self-discipline gets a percentage of 63.1%, which shows

a good category. And the fifth indicator is confident, resilient, and adaptive getting a percentage of 62.9%, which shows a good category. From this research, it is hoped that it can be used as one of the guidelines for carrying out further research that discusses self-regulation, which is expected to have a wider range of research so that we know how important self-regulation is in children, especially at elementary school age.

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