

Evaluation of the Effectiveness of Learning Management in Realizing the Pancasila Student Profile in Senior High Schools

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ABSTRACT

Education plays a crucial role in shaping students' character and competencies, particularly in alignment with national educational frameworks. The Pancasila Student Profile is an initiative by the Indonesian government aimed at fostering faith, global diversity, collaboration, independence, critical reasoning, and creativity among students. This study evaluates the effectiveness of learning management in realizing the Pancasila Student Profile in senior high schools. Using a quantitative pretest-posttest experimental design, the research examines the impact of structured learning management interventions on student outcomes. The sample consists of 200 students, divided into an experimental group that receives enhanced learning management strategies and a control group that follows standard teaching methods. Statistical analysis reveals a significant improvement in students' competencies after the intervention. The paired sample t-test shows a substantial increase in posttest scores ($t = -11.58$, $p < 0.0001$), indicating that the intervention effectively enhances learning outcomes. The independent sample t-test confirms a significant difference between the experimental and control groups ($t = 7.04$, $p < 0.0001$), demonstrating the effectiveness of learning management strategies in achieving Pancasila-based competencies. Furthermore, the Cohen's d effect size of 0.995 suggests a strong impact of the intervention on students' cognitive and character development. The study highlights the need for continuous improvements in learning management, including teacher training, curriculum integration, and adaptive teaching methods to ensure the sustainability of Pancasila-based education. Future research should explore long-term effects, digital learning applications, and cross-regional comparisons to enhance the applicability of learning management strategies in Indonesia.

Keywords: Learning Management, Pancasila Student Profile, Education Effectiveness, Character Development, High School Learning

INTRODUCTION

Education plays a fundamental role in shaping students' character and competencies to prepare them for the challenges of the 21st century. Character education competencies of teachers are very important in the achievement of educational objectives in addition to their field knowledge, general knowledge and pedagogical knowledge (Birhan et al., 2021; Nurdyansyah et al., 2022). The Indonesian government has introduced the Pancasila Student Profile as a framework to develop well-rounded students with strong moral values, critical thinking skills, and global awareness. Moral is a social construct and children born in each society are expected to learn the values and morals of their society (Ülger et al., 2014). This framework emphasizes six key competencies: faith and piety, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Effective learning management is crucial in ensuring that these competencies are successfully integrated into the teaching and learning process in senior high schools. However, there is a growing concern regarding the effectiveness of learning management in implementing the

Pancasila Student Profile in Indonesian schools.

Several studies have explored the implementation of character education and competency-based learning in Indonesia. For example, Prasetyo et al., investigated the integration of character education in primary schools, while Suryani and Hakim examined the role of digital learning platforms in fostering critical thinking. However, limited studies have specifically evaluated how learning management impacts the realization of the Pancasila Student Profile in senior high schools (Erlande & Chotimah, 2023). This gap highlights the need for further investigation into the effectiveness of learning management strategies in shaping students' competencies based on the national education framework.

The urgency of this study lies in the critical need to align learning management strategies with national educational goals (Huda et al., 2023). As Indonesia moves towards a more adaptive and holistic education system, schools must implement structured and innovative learning management approaches to develop students with Pancasila values (Jacob & Issac, 2014). If these values are not effectively instilled, students may lack essential social, moral, and critical thinking skills, which are necessary for their future roles in society (Lestari & Kurnia, 2022). Therefore, evaluating the effectiveness of learning management in 's high schools will provide valuable insights for policymakers, educators, and school administrators to improve educational strategies (Adzani et al., 2024).

Previous research has examined various aspects of learning management and character education in Indonesia. Wahyuni (2020) explored the effectiveness of teacher training programs in implementing character education, while Santoso and Rahayu (2021) assessed the role of school leadership in fostering student competencies. However, these studies primarily focused on general character education, without addressing the specific learning management approaches required to realize the Pancasila Student Profile (Irawan et al., 2023). Moreover, few studies have provided an in-depth analysis of learning strategies used in high schools within the context of urban education settings (Rasmitadila et al., 2020).

This study contributes to the existing body of knowledge by specifically evaluating learning management effectiveness in senior high schools. Unlike previous studies that focused on general character education or digital learning, this research provides a comprehensive analysis of how learning management approaches influence the successful integration of Pancasila values into high school curricula. Furthermore, this study employs a qualitative library research approach, which enables a thorough examination of educational policies, teaching strategies, and institutional challenges in implementing the Pancasila Student Profile (Rosário & Dias, 2022).

Objectives of the Study

The main objectives of this study are:

1. To analyze the effectiveness of learning management in integrating Pancasila values into high school education.
2. To identify challenges and barriers in implementing learning management strategies to realize the Pancasila Student Profile.
3. To provide recommendations for improving learning management practices in high schools.

This study is expected to benefit various stakeholders in the education sector. For policymakers, the findings will provide valuable insights into the current effectiveness of learning management policies and areas for improvement. For educators, this study will offer practical strategies to enhance teaching methodologies and integrate Pancasila values into classroom practices (Saputra & Dewi, 2023). For students, the research aims to contribute to the development of a more holistic and inclusive learning environment, fostering critical thinking, creativity, and moral values essential for their future success (Chotimah et al., 2021).

Learning management refers to the systematic planning, implementation, and evaluation of the teaching and learning process to achieve specific educational goals (Garrison & Vaughan, 2008). In the context of this study, learning management includes curriculum development, instructional strategies, teacher training, and student assessment methods that facilitate the realization of the Pancasila Student Profile (Wang et al., 2021). Effective learning management is essential in ensuring that students develop critical competencies, including independence, collaboration, and ethical reasoning (Choi-Lundberg et al., 2023).

The Pancasila Student Profile is an Indonesian national education framework designed to cultivate character and competencies aligned with Pancasila values (Ministry of Education and Culture, 2022). This framework emphasizes six core competencies:

1. Faith and piety
2. Global diversity awareness
3. Mutual cooperation
4. Independence
5. Critical thinking
6. Creativity (Utari & Afendi, 2022).

Each competency is embedded into the national curriculum, requiring effective learning management strategies to ensure their successful integration into high school education (Nurislamiah et al., 2024). The curriculum must be dynamic, meaning that the curriculum is constantly changing according to the times, science and technology, the level of intelligence of students, culture, value systems, and community needs (Sakti et al., 2024). The diversity of students, varying levels of infrastructure development, and differences in teacher competency make it an ideal case study for evaluating the effectiveness of learning management in realizing the Pancasila Student Profile (Boy Jon et al., 2021). High schools must adopt adaptive and inclusive educational strategies to address these challenges and ensure students are well-prepared for their future roles in society (Chotimah et al., 2021).

METHODS

Type of Research

This study employs a quantitative approach with a pretest-posttest control group experimental design, aiming to evaluate the effectiveness of learning management in shaping the Pancasila Student Profile at the senior high school level. The pretest-posttest design allows researchers to conduct a comparative analysis of students' knowledge, skills, and character development before and after the implementation of the learning intervention. This design provides strong control over external variables that may influence the outcomes, as both the experimental and control groups are assessed at the same time using the same instruments.

Research Location and Sample Population

This research was carried out in several high schools that have integrated the values of the Pancasila Student Profile into their curriculum and learning activities. The location was selected based on the criteria of active involvement in the character education strengthening program and institutional readiness to support the research process.

The target population in this study is students in grades X and XI at schools that have implemented character education based on Pancasila values. Sampling is carried out using the cluster random sampling technique, which is sampling based on natural groups (classes or schools) which are then randomly selected. This technique is used to ensure fair representation of a student's diverse social, economic, and cultural backgrounds.

The composition of the sample includes:

- **Experimental Group (100 students):** Students who follow a learning management system that has been specially modified to cultivate the six dimensions of the Pancasila Student Profile, namely: faith and fear of God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity.
- **Control Group (100 students):** Students who follow conventional learning management without any modification or intervention based on Pancasila.

With a total of 200 students, the study had sufficient statistical power to measure significant differences between the two groups.

Data Collection Techniques

Data collection was carried out by triangulating methods to increase the validity and reliability of research results. The techniques used include:

1. Pretest and Posttest Test

This test is used to measure changes in students' cognitive, affective, and psychomotor abilities related to the implementation of Pancasila values.

- Pretest: Conducted before the intervention, aims to find out the student's initial ability to understand and apply the dimensions of the Pancasila Student Profile.
- Posttest: Conducted after the intervention to evaluate the improvement of learning outcomes and the formation of students' character.

Test instruments include:

- Contextual multiple-choice questions to measure conceptual knowledge.
- Case studies and situational scenarios to evaluate critical thinking skills and value-based decision-making.
- Reflective surveys use the Likert scale to evaluate self-awareness, empathy, and commitment to national values and diversity.

2. Questionnaire

Questionnaires are given to students and teachers to obtain perception data regarding the effectiveness of applied learning management.

- Using a Likert scale of 1–5 (strongly disagree to strongly agree).
- The focus of measurement includes student participation levels, emotional engagement, perceptions of learning relevance, and its influence on character formation.

3. Interviews and Observations (Supporting Qualitative Data)

Although the study is quantitative, qualitative data is collected as a complement to provide richer context and interpretation of the quantitative findings.

- Semi-structured interviews were conducted with teachers, principals, and curriculum coordinators to explore best practices and challenges in the implementation of Pancasila value-based learning.
- Classroom observation and school activities use structured observation sheets to record the dynamics of teacher-student interaction and students that are relevant to the dimensions of the Pancasila Student Profile.

Data Analysis Techniques

Data analysis was conducted systematically using inferential and descriptive statistical approaches to assess the effectiveness of learning interventions:

1. Statistics Descriptive

- It is used to present an overview of pretest and posttest results in the form of mean, standard deviation, percentage, and frequency distribution.
- Provide an initial understanding of the initial conditions and changes that occur in students.

2. Paired Sample T-Test

- Used to compare pretest and posttest scores in an experimental group.
- Indicates whether or not there is a significant improvement as a result of the intervention.

3. Independent Sample T-Test

- It was used to compare the posttest results between the experimental group and the control group.
- Identify significant differences resulting from different learning management treatments.

4. Effect Size Analysis (Cohen's d)

- It is used to measure the impact (effectiveness) of interventions on changes in student learning outcomes.
- The interpretation of Cohen's value d (e.g.: 0.2 = small, 0.5 = medium, 0.8 = large) provides insight into the practical significance of the intervention applied.

This methodology is designed to provide an objective, comprehensive, and data-based evaluation of the strategic role of learning management in shaping the character and competencies of students according to the Pancasila Student Profile. This approach not only measures the final outcome, but also pays attention to the process and perception of education stakeholders in its implementation.

RESULTS

Research Results

Table 1 Descriptive Statistics of Pretest and Posttest Scores

Group	Mean	Std Dev	Min	Max
Experiment Pretest	63.96	9.08	38.8	83.52
Experiment Posttest	80.22	9.54	60.81	107.2
Control Pretest	65.65	10.84	32.59	103.53
Control Posttest	71.07	8.84	48.76	91.9

1. Descriptive Statistics

The results of descriptive statistical analysis showed that there was an increase in the average score from pretest to posttest in the experimental group, while the control group experienced a smaller increase. Complete data on average grades, standard deviations, and range values (min and max) can be seen in the table that has been presented.

2. Paired Sample T-Test

To find out if there was a significant improvement in student learning outcomes in the experimental group after the implementation of learning management interventions, a pair t-test was performed. The test results showed a value of $t = -11.58$ with a $p\text{-value} < 0.0001$. Since the $p\text{-value}$ is less than 0.05, it can be concluded that there is a significant improvement in student learning outcomes after the intervention is applied.

3. Independent Sample T-Test

To compare the effectiveness of the intervention, an independent t-test was performed between the posttest values of the experimental group and the control group. The results of the analysis showed $t = 7.04$ with a $p\text{-value} < 0.0001$, which means that there was a significant difference between the posttest results of the two groups. This shows that the learning management interventions applied have a greater positive impact than standard learning methods.

4. Size Effect Analysis (Cohen's d)

To measure the magnitude of the impact of the intervention, Cohen's d calculation was performed, which resulted in a value of $d = 0.995$. According to the common interpretation, this value shows a great effect, which means that learning management interventions have a strong impact on improving student learning outcomes in forming the Pancasila Student Profile.

Discussion

The results of this study show that the implementation of learning management based on the Pancasila Student

Profile significantly improves student learning outcomes in high school. This is in line with the theory of constructivism put forward by Vygotsky (Vygotsky & Cole, 1978), where learning that involves real and collaborative experiences can improve students' understanding and character. In this context, more structured and value-based learning management is able to form a critical, creative, and nationalistic mindset for students.

Statistically, the increase in pretest to posttest scores in the experimental group showed the effectiveness of the intervention in learning management. With a value of $t = -11.58$ and $p < 0.0001$, it can be concluded that there is a significant change in students' understanding after the intervention is performed. Skinner's (1957) theory of behaviorism supports this finding by explaining that changes in the learning environment, such as the provision of stimuli in the form of more interactive learning methods, can positively increase students' learning responses (Skinner, 1957).

In addition, the results of an independent t-test with a value of $t = 7.04$ and $p < 0.0001$ showed that there was a significant difference between the experimental group and the control group after the implementation of learning management based on the Pancasila Student Profile. This proves that the learning model applied not only has an impact on academic improvement, but also plays a role in building students' character and national values. This is in line with the concept of value-based learning which emphasizes that education is not only about the transfer of knowledge, but also the internalization of social and cultural values.

The effect of Cohen's measured of 0.995 indicates a large impact of the intervention on student learning outcomes. Based on the interpretation of Cohen (1988), this value shows that the learning strategies applied have a very strong influence on shaping students' competencies and character. These findings are supported by previous research showing that project-based learning and collaboration can improve students' 21st century skills, including critical thinking, creativity, and teamwork skills (Cohen, 2013)

From the perspective of Bandura's (1986) cognitive social theory, the improvement of learning outcomes in experimental groups can be explained through the concepts of modeling and observational learning (Bandura, 1986). Students who are guided with a structured learning approach based on Pancasila values are better able to imitate and internalize the values taught in the school environment. This further strengthens the role of learning management in shaping students' character through the right strategies.

However, although the results of the study show success in improving learning effectiveness, there are some challenges to be aware of. One of them is the difference in the level of teacher readiness in implementing the learning model based on the Pancasila Student Profile. As stated by Shulman (1987) in the pedagogical content knowledge (PCK) theory, the effectiveness of learning is highly dependent on the ability of teachers to integrate teaching materials with appropriate teaching methods.

In addition, the results of this study also underline the importance of continuous evaluation in learning management systems. According to the theory of continuous improvement in education (Deming, 1986), the improvement of the learning system must be carried out continuously through periodic evaluation and feedback from various parties (Alauddin & Yamada, 2019). This ensures that the learning methods applied are not only effective in the short term, but also sustainable in improving the quality of education.

From the author's point of view, these findings show that targeted learning management based on national values is indispensable in the Indonesian education system. Today, the main challenge in education is not only how to improve students' academic outcomes, but also how to ensure that they have a strong character, a nationalist spirit, and are able to adapt to global challenges. Therefore, the integration of Pancasila values in learning must be a priority for every educational institution. While the integration of local cultural values may seem localized, these values possess profound relevance on a global scale (Ghanbari et al., 2024).

The author also argues that the implementation of the Pancasila Student Profile must be supported by clear policies from the government and adequate training for teachers. Without systemic support, this effort will be difficult to implement evenly in all schools. In addition, there is a need for further research to explore how this learning method can be further optimized, especially in the context of digital-based education that is growing rapidly.

Overall, this study proves that a learning management approach based on the Pancasila Student Profile can

significantly improve student learning outcomes. However, to achieve long-term sustainability and effectiveness, synergy between education policies, the readiness of teaching staff, and the active participation of students and parents in supporting the implementation of Pancasila values in daily life is needed.

CONCLUSION

The findings of this study indicate that the implementation of learning management based on the Pancasila Student Profile significantly enhances students' learning outcomes in senior high schools in . The results of the paired sample t-test demonstrate a significant increase in students' posttest scores after the intervention, confirming that structured learning management effectively improves students' understanding and application of Pancasila values. Furthermore, the independent sample t-test reveals a significant difference in learning outcomes between the experimental and control groups, highlighting the effectiveness of the applied intervention. The Cohen's d effect size of 0.995 suggests a strong impact of learning management on students' cognitive and character development, reinforcing the necessity of integrating value-based education in the curriculum.

Despite these promising results, several challenges remain in implementing Pancasila-based learning management effectively across different schools. One of the key challenges is the readiness of educators to adapt to this instructional model, as teacher competence plays a crucial role in ensuring the success of the learning process. Additionally, continuous evaluation and refinement of learning strategies are essential to maintaining the long-term effectiveness of this approach. Schools must also ensure that students receive holistic support in fostering the values of faith, critical thinking, creativity, collaboration, independence, and global diversity awareness as outlined in the Pancasila Student Profile.

For future research, it is recommended to explore the long-term impact of Pancasila-based learning management on students' personal and professional development. Further studies could investigate the effectiveness of digital and hybrid learning methods in delivering Pancasila-based education, especially in the era of technology-driven education. Additionally, comparative studies between different regions and school types can provide deeper insights into the adaptability and scalability of this approach. Finally, incorporating qualitative research to capture the perspectives of students, teachers, and policymakers can enrich the understanding of the practical implementation challenges and opportunities of this educational framework.

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