



## Implementation of Pancasila Student Profiles on Protista Material using Wizer. Me Application

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**Abstract:** The Pancasila student profile is a character value and competency that is the goal of students by implementing the noble values of Pancasila. Implementing the Pancasila student profile is necessary to develop the student's character, which is starting to decline. This research aims to describe the implementation of the Pancasila student profile on protist material with the help of the Wizer.me application. The subjects in this research were 36 students from SMA Negeri 3 Mojokerto. This type of research is descriptive qualitative, and data collection is carried out using interviews, observation, and documentation techniques. The results of this research are that the Pancasila student profile has been implemented in schools very well. Teachers and students have been directed in learning the Merdeka Curriculum so that implementing the Pancasila student profile in each critical dimension, creative dimension, dimension of being devoted to God Almighty and having noble morals, dimensions of cooperation, and independence obtains satisfactory results. The Wizer.me application as a learning tool on protist material can be a fun, innovative, and effective learning reference.

**Keywords:** pancasila student profile, protist, wizer.me.

**Abstrak:** Profil pelajar Pancasila merupakan suatu nilai karakter serta kompetensi yang menjadi tujuan peserta didik dengan mengimplementasikan nilai-nilai luhur Pancasila. Urgensi penerapan profil pelajar Pancasila diperlukan bagi perkembangan karakter peserta didik yang mulai menurun. Tujuan dari penelitian ini ialah untuk mendeskripsikan implementasi profil pelajar Pancasila pada materi protista dengan berbantuan aplikasi wizer.me. Subjek pada penelitian ini ialah peserta didik dari SMA Negeri 3 Kota Mojokerto sebanyak 36 orang. Jenis penelitian dengan deskriptif kualitatif serta pengumpulan data yang dilakukan menggunakan teknik wawancara, observasi dan dokumentasi. Hasil dalam penelitian ini ialah implementasi profil pelajar Pancasila telah diterapkan di sekolah dengan sangat baik. Guru serta peserta didik sudah diarahkan dalam pembelajaran Kurikulum Merdeka, sehingga implementasi profil pelajar Pancasila pada tiap dimensi kritis, dimensi kreatif, dimensi bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, dimensi bergotong royong dan mandiri memperoleh hasil yang memuaskan. Aplikasi wizer.me sebagai sarana pembelajaran pada materi protista dapat menjadi referensi pembelajaran yang menyenangkan, inovatif, dan efektif.

**Kata kunci:** profil pelajar pancasila, protista, wizer.me.

### ▪ INTRODUCTION

Times are constantly changing in line with developments in natural resources and existing technology. Developments in the 21st century are currently developing at the fastest scale due to technological advances. In education, developments over time greatly influence students' learning at school. The world of education must have a quality that is in line with current technological advances (Cholilah et al., 2023). 21st-century education has demands on students who are required to be able to apply high-order thinking skills, PPK literacy, and 4C (Kemendikbud, 2017). 4C skills consist of critical thinking, communication, collaboration, and creativity. Considering the very advanced

technological developments, these skills should be capable of being possessed by students. Technology plays an essential role in every human's life, especially in the current era of society 5.0. Society 5.0 is an era where humans and technology have become one in everyday life.

This increasingly advanced technological progress is one of the factors in the existence of the Pancasila Student Profile in current learning (Kahfi, 2022). Changes in the surrounding environment, socio-cultural changes, and differences in environmental conditions in the future world of work in education and culture also influence the existence of the Pancasila Student Profile. The Pancasila Student Profile applies six indicators as a benchmark for the suitability of the Pancasila Student Profile (Aisyah & Nawawi, 2023). The six indicators are independence, noble character, critical thinking skills, creativity, cooperation, and global diversity. These indicators are used to assess students implementing the Strengthening the Pancasila Student Profile Project (P5). It is hoped that the Pancasila Student Profile, which practices Pancasila values and develops character education, can be a solution for students who experience character decline nowadays. Tadjuddin (2018) states that character has four dimensions: moral, religious, social, and emotional. The minimal awareness of students about character education makes students indifferent to the personal attitudes shown to other people. Based on the magnitude of the problem, the Ministry of Education and Culture, Research and Technology believes that providing curriculum changes to schools is necessary to improve the learning environment. The previous curriculum, namely the 2013 Curriculum, has changed to the Independent Curriculum. The Merdeka Curriculum has diverse extracurricular learning to optimize students' time to explore concepts, apply character education, and strengthen competencies.

The Merdeka curriculum, through the Pancasila student profile, is closely related to the use of technology in the form of the Internet to assist all student activities. This condition follows the circumstances of students, 100% of whom must bring their cell phones to school. So, using the Internet has become a habit for students in the learning process at school. The application of learning tools should be based on electronic technology with the help of applications on the Internet. The Wizer.me application is an application that is accessed for free and can make learning tools fun and innovative interactive media (Indraswati et al., 2023). Research conducted by Sylvia (2023) stated that developing the electronic worksheet tool with the help of Wizer.me was declared effective in improving student learning outcomes. Sulastri. et al. (2023) also stated that using the Wizer.me application in interactive worksheet gave an effectiveness value of 76.74% in the excellent category. The use of Wizer.me in developing electronic worksheet research by Dewi et al. (2023) also had good student response results of 96.52%. Based on several studies, a conclusion can be drawn that implementing learning tools with the help of the Wizer.me application has effective results and is suitable for school learning.

In the learning process at school, 21st-century students need to always be active in participating in learning activities and be able to solve problems based on case studies that occur in everyday life. Biology is a lesson closely related to students in every daily activity. Current biology lessons not only emphasize mastery of concepts, but learning also involves discovery (Gusti et al., 2023). The discovery process is a process that trains critical thinking skills, creative thinking, an independent attitude, and always being

grateful to Allah for all His creation. It aligns with implementing the Pancasila student profile, which has six indicators. The research objective is to determine the implementation of the Pancasila student profile in protist material with the help of the Wizer.me application.

## ▪ METHOD

### Participants

The research results that will be described are implementing the Pancasila student profile on protist material with the help of the Wizer.me application. The subjects in the research were 36 students at SMA Negeri 3 Mojokerto.

### Research Design

The type of research carried out in this research is descriptive qualitative. Qualitative descriptive research uses verbal data descriptions to describe, present, and interpret research results (Sinuhaji et al., 2019). According to Creswell (2019), descriptive qualitative is describing a phenomenon or event in detail and in-depth by paying attention to the context and related situations. In this method, researchers seek to understand the experiences and perspectives of people involved in the phenomenon under study by obtaining data through interviews, observations, and document analysis.

### Instruments

The instruments used in this research used questionnaires to interview students and educators during learning and test instruments to measure students' critical and creative reasoning. The questionnaire contains questions from observations made by researchers while conducting research at Public Senior High School 3 Mojokerto. Interviews were conducted randomly with students without looking at their gender or intelligence level. Meanwhile, to measure critical and creative thinking abilities, students are given tests in the form of pretests and post-tests. The categories of pretest and posttest on the percentage obtained are presented in Table 1.

**Table 1.** Criteria for interpretation of pretest and posttest scores

Score Percentage (%)	Category
0 - 24	Not good
25 - 49	Less good
50 - 74	Good
75 - 100	Vert good

In addition to completeness of pretest and posttest, the increase in student learning outcomes after using learning tools for learning protist material is determined by the N gain value. The formula for determining N-gain is as follows. The criteria for the N-gain level are shown in table 2. as follows.

$$G = \frac{\text{posttest score} - \text{pretest score}}{\text{maximal score} - \text{pretest score}}$$

**Table 2.** Classification of n-gain values

Score	Criteria
$G \geq 0.7$	High
$0.3 \leq G < 0.7$	Average
$G < 0.3$	Low

Data collection techniques in this research were interviews, observation, and documentation. This data collection was carried out when observing students when the Pancasila student profile activity was being implemented in September 2023. Interviews were conducted with students, the Pancasila student profile team at school, and the facilitator teacher. Observations were carried out in the learning process from the beginning to the end of the Pancasila student profile activity. Meanwhile, documentation was carried out during the Pancasila student profile activity on protist material with the help of the Wizer.me application.

**Data Analysis**

The data analysis carried out in this research used Milles and Huberman's theory. This theory has stages consisting of data reduction, data presentation, and conclusion (Sugiyono, 2016).

▪ **RESULT AND DISSCUSSION**

Based on the results of observations carried out at SMA Negeri 3 Mojokerto, the school has implemented the Independent Curriculum program, namely, a project to strengthen the profile of Pancasila students. The school has implemented the Independent Curriculum for class X in the 2022/2023 academic year, while for class XI, it has been implemented starting in the 2023/2024 academic year. The school has implemented a project to strengthen the profile of Pancasila students at all stages, following recommendations from the Ministry of Education and Culture. These stages consist of the school forming a facilitator team, identifying school readiness, selecting dimension's themes, designing project implementation times, compiling modules, and designing a strategy for reporting project results (Kemendibudristek, 2022). The Pancasila student strengthening project that has been implemented is in the developing stage because schools in the operational curriculum design aspect of educational units are still using examples provided by the Ministry of Education, Culture and Research and Technology and modifying them to suit the organization and planning of learning according to the conditions of the educational unit. However, this is considered good because the school wants to take the initiative to improve learning standards, which were in crisis during the COVID-19 pandemic. The school, curriculum team, and P5 facilitator team have collaborated as closely as possible to implement the Independent Curriculum at SMA Negeri 3 Mojokerto.

The Merdeka Curriculum is closely related to the use of the Pancasila student profile as a graduate profile, which is expected to be able to develop student characteristics (Kemendibudristek, 2020). The urgency of the Pancasila student profile is to formulate into six characters/competencies called vital dimensions. These six dimensions are related to each other to create a Pancasila student profile per the Indonesian nation's identity. The six dimensions are faith, devotion to God Almighty, and having noble character, global diversity, working together, independence, critical

reasoning, and creativity (Kemendibudristek, 2020). The Pancasila student profile is usually carried out during P5 activities, but actually, the Pancasila student profile can also be applied in learning activities (Pujiningtyas et al., 2023). At SMA Negeri 3 Mojokerto, several teachers have implemented the Pancasila student profile in learning activities. One of these is a biology subject teacher who applies the Pancasila student profile to protist material. Below, we can describe the implementation of the Pancasila student profile in protist material with the help of the Wizer.me application.

### **Implementation of the Pancasila Student Profile in Protista Material with the Help of the Wizer.me application**

Using learning devices assisted by Internet applications has become common among school students. This behaviour is created because 21st-century students have lived their daily lives alongside technology since childhood. Jahreie (2023) explains that when a child has grown up in a modern environment, learning at school must match or exceed the child's habits. So that students stay energized while learning at school takes place. Learning using the wizer.me application aims to replace learning devices that are still in the form of print media. Learning tools in the form of student activity sheets can be replaced using the wizer.me application. Students can use interactive applications to answer questions and carry out activities with certain learning themes. Brečka et al. (2022) state that technology education can develop critical thinking skills. Based on this, it can be concluded that technology plays a very important role in training students' skills.

In implementing learning containing the Pancasila student profile, the wizer.me application helps as an online-based learning tool. Since it is adapted to technological advances, which are increasingly easy to use, students can study anywhere without being limited by space and time. The Pancasila student profile is applied using six predetermined dimensions, which are also adjusted to material needs. If the material implemented has several dimensional contents, then there is no need for all dimensions to be taught in one material. Because all dimensions can be implemented when learning to strengthen the Pancasila or P5 student profile project. The following is a description of the dimensions of the Pancasila student profile when learning protist material takes place. Implementing the Pancasila student profile has six dimensions; a discussion description can be based on each dimension.

#### ***Have faith, be devoted to God Almighty, and have a noble character.***

Based on the sub-elements of the Pancasila student profile, the dimensions of faith, devotion to God Almighty, and having noble character, one of the sub-elements is morals towards nature. Morals towards nature are caring for the surrounding environment and carrying out duties in protecting and preserving nature as God's creation. These sub-elements can be applied to protist material in biology lessons. Learning about protist material integrated with moral elements towards nature can be found in the protist sub-material, namely, protist habitat and the role of protists. Students are taught to appreciate the surrounding environment more with this sub-material. Students are directed to learn about the surrounding environment, which can be a habitat for protists. This environment can come from gutters, puddles of water in rice fields, and already green ponds. Students will be more grateful to the power of Allah SWT because microorganisms live in a drop of water from an unknown place.

The dimension of having faith, being devoted to God Almighty, and having noble character can be seen in several indicators that serve as references for implementing this dimension. Looking at sub-elements Implementation of the Worship Ritual, students have carried it out by starting and ending learning with prayer; Understanding the interconnectedness of the Earth's Ecosystem, students identify the surrounding ecosystem, which is the habitat of protists, students implement moral elements towards nature by feeling amazed and amazed at all of Allah SWT creations which can grow life in a drop of water; Protecting the Surrounding Natural Environment, students implement a sense of gratitude for the enjoyment they have obtained and always protect the surrounding environment by knowing that the protist environment can be polluted if they dispose of waste carelessly.

The following describes the class conditions during the learning process, which implements the dimensions of faith, devotion to God Almighty, and having noble character by praying.



**Figure 1.** Students pray together before and after learning activities

### ***Global Diversity***

Sub-elements of global diversity in schools are implemented so that students can have a broad and open mind to tolerate and respect between religious communities. In the global diversity dimension, the sub-elements applied when learning occurs are communication and interaction between cultures. When learning occurs, the sub-elements indicators of implementing intercultural communication and interaction elements are 1) Communicating between cultures. Students interact with students from different cultures, races, and religions without affecting the relationship between one student and another. Students can mingle with fellow students regardless of gender, race, religion, and culture with other students; 2) Considering and cultivating various perspectives, relationships between students are established by treating each other as equals. The following is a picture where students mingle with their peers when forming groups during learning.



**Figure 2.** Students sit in groups

### ***Work Together***

According to the Ministry of Education and Culture (2022), the elements of the cooperation dimension are collaboration, caring, and sharing. Mojokerto City State High School 3 implements the dimension of cooperation and elements of collaboration. In the collaboration element, there are sub-elements which are indicators of the implementation of this dimension, namely Cooperation, students build teams with each other in the form of groups to achieve common goals following the goals that have been determined for each group; Communication to Achieve Common Goals, students in each group play an active role in identifying problems, conveying ideas, emotions and sensitivity in solving a problem for a common goal; Positive Interdependence, students create groups with equal numbers of members, this aims to ensure that each group can be formed fairly and work together to help each other individually and collectively; Social Coordination, students in each group work together to solve problems related to habitat, classification of protists and the application of protists in everyday life. Students solve these problems from device media with the help of the wizer.me application. This application can be easily used as students use student activity sheets offline. The difference is that this learning is integrated with using electronic media (HP) to operate it. The following is a picture of students collaborating to complete activities on the wizer.me application.



**Picture 3.** Students collaborate to solve a problem on the learning tool assisted by the wizer.me application

### Independent

The independent dimension is a dimension that describes Indonesian students who are called independent students. Independent students are responsible for all processes and results of their learning during the learning process (Kemendibudristek, 2022). The independent dimension has the key elements of self-awareness of the situation at hand and self-regulation (Pujiningtyas et al., 2023). The element implemented in school is the element of self-regulation. The self-regulation element has five sub-elements which are indicators of the implementation of this element, namely Emotional Regulation, students can control their emotions well when conducting group discussions or exchanging ideas with their peers; Setting Learning Goals, Achievements and Personal Development as well as Strategic Plans, students can evaluate themselves and determine the goals of their self-development; Show initiative and work independently, students carry out their work through the wizer.me application independently based on directions from the application, without needing teacher guidance at all times; Developing Self-Control and Discipline, students can process data independently by searching for information via the internet, organizing themselves so they are able to create their own learning strategies; Confident, Resilient and Adaptive, students will try to solve problems in protist material by looking at books or searching for literature on the internet. There are also situations where students must be able to learn to solve their problems without needing help from others. The following is documentation of when students carry out independent learning on protist learning assisted by the wizer.me application.



Figure 3. Students do exercise on wizer.me independently

### Critical Reasoning

Critical thinking is a thinking skill where someone builds their knowledge based on analyzing information until someone is able to make conclusions. Students who reason critically can objectively process both qualitative and quantitative information (Nurun et al., 2022). Students are able to associate various information and analyze information. Evaluate and conclude the results. Elements of the critical reasoning dimension are obtaining and processing information and ideas, analyzing and evaluating, and reflecting on thoughts and thinking processes in making decisions (Kemendibudristek, 2022). Implementation of learning with critical reasoning dimensions applies elements of analyzing information and evaluating. In learning protist material with the help of



wizer.me, the process of analyzing and evaluating has been implemented since the first time students used the wizer.me application. The initial stage of learning begins with observing and discussing, where students must carry out image analysis to find out the discussion on the topic. Discussion or dialogue is also training in critical thinking skills (Cui & Teo, 2023). Critical reasoning by analysis is also found in the activities of asking questions, making hypotheses, collecting data, and making associations. These activities can be found in the description of the learning stages listed in the wizer.me application. Students become more enthusiastic and have more curiosity about using the wizer.me application for protist material.

Testing critical reasoning abilities with a pretest produced an average score of 28 out of 30 students and produced a post-test score with an average of 79. Based on these results, an N-gain value of 0.7 was obtained in the high category. So that wizer.me assisted learning and the implementation of the Pancasila student profile are effectively implemented by students during learning about protist material. The following is documentation of critical reasoning activity training for students when carrying out protist practicum in the laboratory.



**Figure 5.** Students analyze the results of observations of protists with the help of the teacher as a facilitator

### ***Creative***

Creative thinking is a thinking process for students to solve a problem by reviewing the problem from various points of view (Putri et al., 2023). Meanwhile, creative students are students who are able to make modifications and produce something original, meaningful, useful, and have an impact on something. Munandar (2004) states that there are four criteria included in creative thinking skills, namely, fluency, flexibility, originality, and elaboration. The key elements of the creative dimension are generating original ideas, producing original work and actions, and finally, having the flexibility to think about finding alternative solutions to problems. Learning implemented using elements produces original ideas. Students are required to explain the ideas or ideas that have been created to produce a work. Students on protist material are directed to create ideas for making protist cultures from materials other than straw, which are commonly used as protist culture media. Students also create ideas for making a product based on

the benefits of protists in everyday life. A description of the whole idea or idea is outlined in the wizer.me application as an interactive medium when learning protist material takes place. The description of these activities is carried out through training, practice, and reflection. Then, it will aim to train a person's skills to be able to be creative (Anderson et al., 2022).

Testing creative thinking skills produced a pretest score with an average of 27 out of 30 students and a post-test score with an average of 81.33. Based on these results, an N-gain value of 0.7 was obtained in the high category. Students using the wizer.me application and directing students to carry out practicums can effectively train students' creative thinking abilities. The following is documentation of students' activities when conveying their ideas or thoughts during learning.



**Figure 6.** Students share ideas or concepts during learning

#### ▪ CONCLUSION

This part is Based on the description of the observations, interviews, and documentation conducted at SMA Negeri 3 Kota Mojokerto, a conclusion was obtained that SMA Negeri 3 Kota Mojokerto had implemented the Pancasila student profile in various lessons at school. The Pancasila student profile is implemented during the project to strengthen the Pancasila student profile or in learning activities outside of P5 activities. The school has implemented all dimensions of the Pancasila student profile to develop students' character well. The results of students' development can be seen when observing learning activities. One of the biology subjects on protists has implemented the Pancasila student profile in its learning with the help of the Wizer.me application. Wizer.me is an interactive learning media that is technology-oriented in the development of the society 5.0 era. Using Wizer.me is a new alternative for learning by producing a fun, innovative, and effective learning atmosphere.

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