DEVELOPMENT OF PANCASILA STUDENTS' PROFILE-THEMED PROBLEMS TO MEASURE THE FIFTH-GRADE STUDENTS' ABILITY IN SOLVING FRACTIONS PROBLEMS

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PENGEMBANGAN PERMASALAHAN BERTEMA PROFIL SISWA PANCASILA UNTUK MENGUKUR KEMAMPUAN SISWA KELAS 5 MENYELESAIKAN PERMASALAHAN PECAHAN

ARTICLE HISTORY	ABSTRACT
	Abstract: *In line with cognitive abilities, students' skills in behavior (affective domain) are also required to be aligned with the Pancasila students' profile. Students are expected to have characters, namely Faith, Pious to God Almighty, and noble character; Global Diversity; Working together; Creative; Critical Reasoning; and Independence. The purpose of this paper is to develop valid and reliable math questions with Pancasila students' profile characteristics. The research used the instrument development method developed by Saifuddin Azwar, which includes setting goals, limiting the size domain, operationalization of behavioral aspects, item write-up, expert analysis, field trials, psychometric analysis, and final compilation. The development results indicate that 15 questions on fractions with different denominators are characterized by the Pancasila students' profile. After validating the content and field trials validated by the expert in the form of construct validation, reliability, and discrimination tests, it was found that 15 questions were valid by 4 expert validators. 12 out of 15 questions were stated to be constructively valid, 12 questions were reliable, and 11 questions have good discriminatory power enough.*
	Keywords: Pancasila students' profile, students' ability, fraction
	Abstrak: *Selaras dengan kemampuan kognitif, kecakapan dalam bersikap (ranah afektif) siswa juga dituntut untuk bisa selaras dengan profil pelajar Pancasila. Siswa diharapkan memiliki karakter-karakter yang Beriman, Bertakawa kepada Tuhan YME, dan berakhlak mulia; Berkebinekaan Global; Bergotong Royong; Kreatif; Bernalar Kritis; dan Mandiri. Tujuan dari tulisan ini adalah untuk mengembangkan soal cerita matematika berkarakter profil pelajar Pancasila yang valid dan reliabel. Penelitian menggunakan metode pengembangan instrumen oleh Saifuddin Azwar, yang meliputi tahapan penetapan tujuan, pembatasan domain ukut, operasionalisasi aspek perilaku, penulisan item, telaah ahli, uji coba lapangan, analisis psikometrik, dan kompilasi final. Hasil pengembangan menunjukkan terdapat 15 soal cerita pada pecahan dengan penyebut berbeda yang berkarakter profil pelajar Pancasila. Setelah dilakukan telaah ahli dalam bentuk validasi isi dan uji coba lapangan dalam bentuk validasi konstruk, reliabilitas, dan uji daya diskriminasi, didapatkan hasil bahwa 15 soal dinyatakan valid oleh 4 validator ahli. 12 dari 15 soal dinyatakan valid secara konstruk, 12 soal dinyatakan reliabel, dan 11 soal dinyatakan memiliki daya diskriminasi yang cukup baik.*
	Kata Kunci: *profil pelajar Pancasila, kemampuan siswa, pecahan*

CITATION

INTRODUCTION

The education reform being rolled out by the government is targeting various key elements in the education system. These reforms cannot be separated from the low quality of education as reflected in various international surveys such as PISA. One of the important policies launched by the government is Strengthening Character Education (PPK). PPK is contained in Presidential Regulation (Perpres) No. 87 of 2017 concerning Strengthening Character Education. The Presidential Decree was then translated into more operational terms through the Minister of Education Regulation (Permendikbud) No. 20 of 2018 concerning Strengthening Character Education in formal education units. Article 2 paragraph 1 of the Minister of Education and Culture states that "PPK is carried out to apply Pancasila values in character education which includes many values". These values are religiosity, nationalism, independence, mutual cooperation, and integrity (article 2 paragraph 2 Permendikbud No. 20 of 2018).

The crystallization of Pancasila values in their integration into the realm of education is reflected in the Pancasila Student Profile (P3), which can be defined as "the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values."(Direktorat Sekolah Dasar, 2021). In general, P3 can be said to be the government's vision regarding human resource development. At the same time, P3 is also a part of education reform which is targeted at building the quality of Indonesian human resources based on Pancasila values.

The analysis of the definition of P3 above leads us to the conclusion that P3 is an ideal description of Indonesian people in the future. This cannot be separated from several strategic issues currently being faced by the Indonesian people, such as the moral degradation of students (Juliani & Bastian, 2021), low cultural literacy and multicultural attitudes, acts of intolerance, and demands for 21st-century competence (Pusat Analisis dan Sinkronisasi Kebijakan Sekretariat Jenderal Kementerian Pendidikan dan Kebudayaan, 2018). So, P3 is a strategic policy that is urgently needed to improve the performance of the education system in supporting the improvement of the nation's quality of life in the future.

P3 as a future vision for the development of Indonesian human resources needs to be implemented in a systematic and measurable manner. In its implementation, P3 requires the involvement of various educational elements and measuring instruments that are valid and can be used as a guide. With the existence of valid and reliable instruments, the achievement of the P3 vision can be identified, improved, and finally assessed. Thus, one of the important preparations that need to be made in an effort to realize the P3 vision is the development of instruments to measure the achievement of this vision.

Unfortunately, the declaration of P3 as an educational vision was not accompanied by the preparation of valid and reliable instruments. Guidelines for strengthening character education issued by the government only provide an overview, consisting of principles, steps, and things that need attention (Pusat Analisis dan Sinkronisasi Kebijakan Sekretariat Jenderal Kementerian Pendidikan dan Kebudayaan, 2018). At the same time, research related to Pancasila Student Profiles is still focused on theoretical conceptual sides related to supporting arguments for the formulation of Pancasila Student Profiles as a

vision of education (Juliani & Bastian, 2021); (Rusnaini et al., 2021), the need for implementation support facilities such as digital platforms for socialization (Susilawati et al., 2021), learning media (Muslichah et al., 2021) ; (Hidayah & Suyitno, 2021); (Rizkyani & Wulandari, 2022); (Hidayah, Y. et al., 2021)) and learning resources needed (Luthpiana et al., 2021), the concept of implementation and integration of P3 in learning and school life (Ningtyas, 2021); (Istianah, A. et al., 2021), (Istianah & Susanti, 2021), as well as strategies for preparing the required human resources (Suryati, 2021). Research related to the preparation of the instruments needed to measure the achievement of the vision of the Pancasila Student Profile is still rare. One of the studies targeted to develop the measurement instrument still has some drawbacks, namely the small number of respondents (10 teachers) and weak validity and reliability test procedures (Suhendi et al., 2021). This analysis shows that the need for measurement instruments is very urgent and urgent.

Mathematics is one of the subjects that must be mastered by students, both in elementary school and high school. This is because mathematics is a basic need that can facilitate life in society. This makes mathematics have an essential role in education in Indonesia (Rofi'ah et al., 2019). One of the things that need to be considered in learning mathematics in Indonesia is the ability of students to solve problems and or solve word problems. The ability to solve problems is something that is already familiar in both the education sector and other sectors. Problem solving is a skill that is noticed in the 21st century (Funke et al., 2018). Therefore, students must have this ability. Problem solving activities can enable students to identify problems, formulate solutions, carry out plans, and determine conclusions from the solution to the problem (van Gog et al., 2020).

Not only problem solving – which is a non-routine task/problem, the ability to solve word problems is one of the goals of learning mathematics (Hoogland et al., 2018). When students solve word problems, they will be required to use a variety of ways and strategies to solve problems in various contexts (Sahendra et al., 2018). This is reinforced by the opinion that solving math word problems is one of the domains of learning mathematics that requires various cognitive processes (Verschaffel et al., 2020; Panadero 2017). The cognitive aspects are understanding, representing and formulating mathematical models; plan and implement plans; and reflect and draw conclusions (Andrews-Todd & Forsyth, 2020). These four processes are mathematization processes (*mathematization*) (Loc & Hao, 2016).

The study of the development of the math story problem instrument will have enormous implications for efforts to realize the vision of the Pancasila Student Profile. In relation to learning in the classroom and at school, the instrument for measuring the Pancasila Student Profile can function as a diagnostic, formative, or summative tool for achieving the internalization of Pancasila values in students' self and life. As a diagnostic instrument, the P3 measurement instrument serves to provide an initial description of the level of internalization of Pancasila values in students' self and life. By knowing these initial conditions, the teacher has a strong basis for determining strategies for efforts to achieve ideal student characteristics. Furthermore, in the formative function when the learning phase takes place, the teacher can determine corrective steps to increase the achievement of the vision of the Pancasila Student Profile. Finally, as part of the summative evaluation, instruments are needed to draw conclusions about the level of achievement of the vision of the Pancasila Student Profile.

METHOD

This study uses a development research design. (Richey et al., 2004) identified that development research (*Developmental research*) it is oriented towards product development and the development process is described as accurately as possible and the final product is evaluated.(McKenney & Van Den Akker, 2005) call it formative research in which research activities are carried out in the process of seeking or exploring information independently through lecture references such as teaching materials.

Instrument development can be carried out in several stages, namely the formulation of measurement objectives, instrument specifications, item development, expert review, and trials. (Dimitrov, 2012). Azwar (2019) offers a more specific framework by explaining that the instrument development steps consist of identifying measuring objectives, limiting measurement domains, operationalizing behavioral aspects, writing items, language testing, field testing, item selection, construct validation, and final compilation. In this study, the steps for developing the instrument were carried out by combining the two expert opinions above.

The first step in developing the instrument is the formulation of objectives, namely the activity of establishing targeted results or information from filling out the instrument. This activity will produce a specific formulation of the target behavior to be measured (Dimitrov, 2012). Further specifications of the target behavior are the domains that are components of the behavior. In many cases, individual psychological behavior is very broad and difficult to measure. Therefore it is necessary to limit, namely the activity of determining the domain of behavior that is considered essential to reflect the behavior targeted in measurement. After the behavioral domains are defined, the next step is to formulate an observed description of each domain. This step is called

the operationalization of behavioral aspects. The product of the operationalization of this behavioral aspect is an indicator which is a marker of related behavioral aspects. It is from this indicator that the items that will later become a stimulus for the subject are developed. This stage will produce a number of items that will be used as an instrument framework. The series of stages are the stages of instrument construction, namely the stages of instrument design based on the behavioral domain to produce information about certain psychological attributes.

The next major stage is the review and trial stage. Review is an analytical activity carried out by experts in the field being studied. The results of the expert review activities are recommendations regarding the feasibility of the instrument, both in terms of language and in terms of suitability with the indicators and the domain of behavior being measured. After the expert review activities were completed, the items in the instrument were then revised. After being revised, the instrument was then tested on subjects who had the same characteristics as the actual fillers. According to the expert, the number of instrument trial samples is adjusted to the number of items in the instrument. The data obtained from the field trial stages were then analyzed to test the validity and reliability of the instrument. Valid items are then compiled into a ready-to-use instrument. The following is a research flowchart.

RESULT AND DISCUSSION
Content Validity

Expert review is done by looking at the validity of the content or content. There are 4 expert validators who are PGSD lecturers with a concentration in mathematics education. The analysis used for content validity is V Aiken. Here are the results of V Aiken.

Table 1. Aiken Validity Results

Items	V. Content	V. Construction	V. P3 Integration	V. Language	Average	Description
1	0,96	0,98	0,94	1,00	0,97	Valid
2	1,00	0,95	0,86	1,00	0,95	Valid
3	0,92	0,95	0,86	0,94	0,92	Valid
4	0,96	0,95	0,86	0,94	0,93	Valid
5	0,96	0,93	0,92	0,97	0,95	Valid
6	0,94	0,95	0,86	1,00	0,94	Valid
7	0,94	0,97	0,89	1,00	0,95	Valid
8	0,94	0,97	0,94	1,00	0,96	Valid
9	0,98	0,98	0,97	0,97	0,98	Valid
10	1,00	0,98	0,97	0,97	0,98	Valid
11	0,98	0,97	0,94	1,00	0,97	Valid
12	1,00	0,93	0,94	1,00	0,97	Valid
13	1,00	0,98	0,97	0,97	0,98	Valid
14	0,98	0,93	0,92	0,97	0,95	Valid
15	0,98	0,90	0,92	1,00	0,95	Valid

Construct Validaty

Construct validity was analyzed using SPSS 25. The following are the results.

Table 2. Pearson Analysis Results for Item Construct Validity

Item	.Sig	Description
1	0,002	Valid
2	0,000	Valid
3	0,000	Valid
4	0,001	Valid
5	0,000	Valid
6	0,001	Valid
7	0,017	Valid
8	0,228	Not Valid
9	0,012	Valid
10	0,174	Not Valid
11	0,000	Valid
12	0,011	Valid
13	0,011	Valid
14	0,158	Not Valid
15	0,000	Valid

Based on table 4.5, the description of the validity of each item is obtained from a comparison of the .Sig value of each item with the total score of each item based on the degree of significance, which is 0.05. If .Sig is greater than 0.05, then the item is declared invalid. If

the .Sig value is less than 0.05, then the item is declared valid.

Reliability

The reliability test was carried out using Cronbach Alpha because the scoring type uses a scale of 0 to 4. The reliability coefficient with Cronbach Alpha of 12 items (excludes items 8, 10, and 14 because all three are invalid) is 0.796. Nonetheless, the following is the result of the reliability coefficient with Cronbach Alpha if the item is omitted.

Tabel 3. Reliability Test Results If Items Are Omitted

Item	Discriminant	Realibility Coefficient if the Item is Erased
A1	0,532	0,776
A2	0,610	0,767
A3	0,613	0,773
A4	0,514	0,773
A5	0,596	0,766
A6	0,531	0,773
A7	0,160	0,827
A9	0,319	0,791
A11	0,572	0,766
A12	0,325	0,791
A13	0,358	0,793
A15	0,694	0,773

Discrimination Power Test

The discrimination power test of the item items can be seen from Table 4.7. Acceptable values are those greater than or equal to 0.3. Based on the table above, all items of difference power can be accepted except A7 with a discriminating power of 0.160. question A7 has a weak discriminating power predicate.

Table 4. Discrimination Power Test Results

Items	Discriminant Power	Category
A1	0,532	Good
A2	0,610	Good
A3	0,613	Good
A4	0,514	Good
A5	0,596	Good
A6	0,531	Good
A7	0,160	Poor
A9	0,319	Sufficient
A11	0,572	Good

Items	Discriminant Power	Category
A12	0,325	Sufficient
A13	0,358	Sufficient
A15	0,694	Good

DISCUSSION

The development of math word problems with the character of the Pancasila student profile has gone through the proper stages. Fractional material was chosen because it was felt that it was really needed because of the results of observations and interviews that fractional material, especially operations on fractions with different denominators, was still considered difficult for 5th grade elementary school students. This is because the procedure for operating this number requires several concepts involved, such as LCM, addition, and subtraction. There are many factors that affect students' ability to solve fraction problems, one of which is the ability of students to change the shape of fractions and embed the denominator so that later it is easier to add or subtract (Swaratifani & Budiharti, 2021; Ardina et al., 2019).

Researchers focus on developing word problems because solving them requires several abilities such as understanding the problem, planning a solution, and concluding answers according to context. Understanding the concepts to be used is also a component that should not be forgotten in solving math word problems (Utari et al., 2019). This is reinforced by (Laily, 2014) who said that not only understanding the concept, some students had difficulty translating the problem language into mathematical sentences. The profile of Pancasila students is the character that students in Indonesia are expected to have. The profile of Pancasila students has a pretty good impact on students, one of which is that they have good self-reliance (Rusnaini et al., 2021). Even so, the integration of these characters must still be carried out in learning, one of which is in contextual problems. Therefore, the development of math word problems (operations on fractions with different denominators) with the character of the Pancasila student profile is a limitation of the measuring domain in the development of this test instrument.

The preparation of the instrument was preceded by the preparation of the grid. The grid is prepared by referring to KD and indicators that have been written. Discourse which is an integration of the character of the Pancasila student profile is inserted into each question with the main characters being independent, critical reasoning, and creative. Other characters are still inserted as discourse in each problem with the hope that students can learn positive attitudes from the Pancasila student profile when solving problems. After the grid is made, then proceed with the preparation of the items. The preparation of the items involved the characteristics and local culture of the Sasak tribe. Although not all questions have local cultural characteristics, all of them are integrated with the profile characteristics of Pancasila students.

Content validation was carried out to see the validity of the items from the expert's point of view. There are 4 experts in elementary mathematics who are willing to become expert validators. Aiken analysis is used to determine the content validity of each item. The minimum Aiken index that must be met to measure the four aspects of the indicator with 4 raters (validators) is 0.92. based on Table 4.3., it was found that for the content aspect, 15 items received a valid predicate because they had an Aiken index of more than equal to 0.92 (Aiken, 1985). Using the same table, the result is that item number 15 has an Aiken index of 0.90, which means that it is below 0.92, so it is declared invalid. Based on the results of the Aiken index in Table 4.3, it was found that item numbers 2, 3, 5, and 6 were declared invalid in the integration aspect of the Pancasila student profile. Furthermore, all items are declared valid on the language aspect. After being averaged, it was found that each item (15) was declared valid.

Construct validation was carried out by Pearson analysis with a significance level of 0.05. Based on Table 4.4., it was found that item numbers 8, 10, and 14 were declared invalid because they had a .Sig of more than 0.05. This means, there is no significant relationship between the items with the total score of each item. After obtaining these results, the remaining valid questions were tested for reliability using Cronbach's Alpha and the reliability index results were 0.796. If the reliability index is obtained more than 0.6, then it is stated that the 12 items tested are reliable (Amanda et al., 2019). Reliable items were then tested for discriminatory power. Based on Table 4.7., the results show that items 1, 2, 3, 4, 5, 6, 11, and 15 are declared to have good discriminatory power. Items in questions 9, 12, and 13 have sufficient discriminatory power. Question number 7 is stated to have weak discriminating power (Son, 2019).

Based on a series of tests to see the feasibility of the test instrument that has been developed, it was found that 11 out of 15 questions were declared feasible for use because they were valid, reliable, and had good discriminatory power. The eleven items are 1, 2, 3, 4, 5, 6, 9, 11, 12, 13, and 15.

CLONSLUSION AND SUGGESTION

The conclusion from the development of math word problems with the character of Pancasila student profiles on fraction material for 5th grade elementary school students is as follows.

a. Development of a math story problem instrument with the character of a Pancasila student profile through the stages of setting goals, limiting the measurement domain, operationalizing behavioral aspects, writing items, expert review, field trials, psychometric analysis, and final compilation.

b. There are 15 word problems that were developed with material on addition, subtraction, multiplication and division operations on fractions with different denominators that are characterized by the profile of Pancasila students.

c. After expert review was carried out in the form of content validation and field trials in the form of construct validation, reliability, and discrimination power tests, it was found that 15 questions were declared valid by 4 expert validators; 12 out of 15 questions were stated to be constructively valid; 12 questions were declared reliable, and 11 questions were declared to have good discriminatory power.

d. The final compilation shows that the appropriate item items are questions number 1, 2, 3, 4, 5, 6, 9, 11, 12, 13, and 15.

It should be noted that the development of math word problems with the character of Pancasila student profiles still requires better development innovations. It is necessary to provide an analysis of the findings during field trials. The development of word problems in other fields of study can also be maximized. The discussion regarding the integration of Pancasila student profiles in questions also needs to be deepened.

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