PENGEMBANGAN INSTRUMEN EVALUASI PROFIL SISWA PANCASILA ASPEK KEBHINEKAAN GLOBAL DAN GOTONG ROYONG PADA SISWA SEKOLAH DASAR

Oleh
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Abstrak: *This research aims to produce an instrument for assessing aspects of global diversity and mutual cooperation that is valid and reliable. Retnawati's type of development research consists of 9 stages. The research subject is the evaluation instrument. The development objects are content validity, item validity and instrument reliability. The data collection method uses non-tests in the form of questionnaires. The data analysis method uses qualitative and quantitative analysis. Based on the test results, 20 questions for each aspect tested were all valid in the very high category. The test reliability results were 0.87 for the global diversity aspect instrument and 0.88 for the mutual cooperation aspect. Based on the test results, it can be concluded that the evaluation instrument for aspects of global diversity and mutual cooperation in elementary schools is in the very good category and can be used in the evaluation process. The implication of this research is that teachers can be more effective in identifying and developing awareness and appreciation of the values of global diversity and mutual cooperation among students*

PENDAHULUAN

Achieving optimal learning outcomes requires creative and innovative teachers who have a great desire to continue to improve and increase the quality of learning related to improving the quality of education. Improvement efforts can be taken by improving the quality of education, one of which is by improving the quality of learning and good evaluation models (Enilawati, 2022; Fadilla et al., 2023; Nirawati, 2024). In general, teachers in schools carry out assessments as they are and the assessments carried out by teachers do not pay attention to aspects of the process and character education of students. One important component in character education is the formation of a Pancasila student profile (Uktolseja et al., 2022; Uyun et al., 2023).

Nowadays, there is a decline in the value of mutual cooperation among children, so the character education of mutual cooperation needs to be optimized from elementary school level (Dewi, 2022; Rusnaini et al., 2021). The problem regarding mutual cooperation is the decline in the spirit of mutual cooperation, one of which is marked by the decline in the value

of caring for friends. Apart from that, other problems were also found, namely the lack of activity and forms of mutual cooperation activities resulting in a lazy, indifferent attitude (Matahari, 2022; Natal et al., 2022).

This is influenced by the rapid flow of globalization and rapid technological growth which is closely related to the dimension of global diversity. Several problems regarding the dimensions of global diversity, such as bullying, brawls, promiscuity, consuming alcohol and drugs occur in society (Kahfi, 2022; Sulastri, 2022). The rise in bullying cases has resulted in Indonesia becoming the fifth largest country out of 78 countries in bullying cases (Butar & Karneli, 2021; Ramadhanti & Hidayat, 2022) . Bullying cases are a terrible case in Indonesia and occur from elementary school to university level. Based on the results of the 2018 PISA program for international students assessment research in (Argo Widiharto, 2022; Ramadhanti & Hidayat, 2022), Indonesia is the fifth highest member country in the Organization for Economic Cooperation and Development (OECD), with only 22.7%. Indonesia is in the fifth highest position out of 78 countries as the country where the most students experience bullying with the number of victims being 41.1%. The number of students who are victims of bullying is far above the national average. Apart from experiencing bullying, students in Indonesia admitted that as many as 22% were insulted and had their items stolen. Furthermore, 18% were pushed by their friends, 15% experienced intimidation, 19% were ostracized, 14% of students in Indonesia admitted to being threatened, and 20% of students had bad news spread by bullies. So aspects of mutual cooperation and global diversity need to be measured to find out how strongly these characters are embedded in students.

Based on the results of interviews, information about problems experienced by students regarding evaluation of learning outcomes. In the education process, there is still a lack of adequate evaluation instruments to measure student development in the aspects of global diversity and mutual cooperation. Currently, many evaluation instruments focus more on academic aspects and pay less attention to character aspects. So it is necessary to develop evaluation instruments that can be used by elementary schools to measure student progress in aspects of global diversity and mutual cooperation. This is in line with research which states that developing appropriate evaluation instruments will help elementary schools monitor student learning progress more comprehensively. The results of the evaluation can be used to provide feedback to students, teachers and parents, as well as to develop more effective and student-centered learning programs (Sutikno, 2023; Telaumbanua et al., 2023).

One of the relevant previous studies is research (Andriani Safitri et al., 2022; Farhana & Cholimah, 2024), the results of this research clearly show that the independent curriculum, which uses a project-based approach, has been proven to be the most optimal curriculum in developing students' character through student profiles. Pancasila. Developing a Pancasila student profile is one of the key elements in the learning process which aims to create students who have characters that are in accordance with Pancasila values (Jamaludin et al., 2022; Lestariningrum, 2022). However, although this research has made a significant contribution to curriculum development and character education, there are areas that have not been covered in detail, namely the Pancasila student profile evaluation instrument.

The importance of evaluation instruments in this context is to measure the extent to which students have achieved the desired Pancasila student profile. Effective and relevant

evaluation instruments are very necessary so that character education runs well and can be assessed objectively (Ismail & Mudjiran, 2019; Zamzania & Aristia, 2018). Therefore, the next step in this research is to develop in detail an evaluation instrument that is appropriate and valid for the profile of Pancasila students. With good evaluation instruments, we can ensure that the goals of character education, especially in the context of Pancasila, can be achieved effectively. This will also help measure student character development and provide useful feedback for teachers and educational institutions in their continuous efforts to improve character education in Indonesia.

Apart from that, there is research (Ayu et al., 2024; Uyun et al., 2023), this research has succeeded in developing an Android-based instrument for assessing the character profile of Pancasila student profiles for elementary school students that is valid, reliable and practical. However, this research has not focused on aspects of global diversity and mutual cooperation, which is also an important part of student character formation in Indonesia. Therefore, further research is still needed that can detail specific assessment instruments to measure these two dimensions to support comprehensive character education in elementary schools.

From previous studies, there are research gaps that need to be filled. This gap is the lack of development of evaluation instruments that focus and specifically discuss aspects of global diversity and mutual cooperation in the context of the Pancasila Student Profile for elementary school students. The specific focus of this research on developing evaluation instruments for the dimensions of global diversity and mutual cooperation in the profile of Pancasila students is what differentiates it from previous research. The aim of this research is to determine the validity of the instrument for assessing the character profile of Pancasila students in the aspects of global diversity and mutual cooperation of students in elementary schools, as well as to determine the reliability of the instrument for assessing the character of the profile of Pancasila students in the aspects of global diversity and mutual cooperation of students in elementary schools. It is hoped that this Pancasila student profile instrument can provide an accurate picture of the development of students' understanding over time.

1.   Methods

The type of research is research and development (R&D). The research stages used are an adaptation of the development research stages Retnawati (in Marselina et al., 2021; Nisa et al., 2021) which consist of 9 stages, namely determining the purpose of preparing the instrument, looking for relevant theories or material coverage, compiling statement item indicators, validating the instrument, revising based on validator input, conducting trials to the appropriate respondents to obtain participant response data, and carry out analysis (validation and reliability tests.

The research subject was the Pancasila student profile evaluation instrument which was tested by content experts in the field of study and class IV students at SD 1 Dukuh, Kubu Karangasem District which had implemented the independent curriculum. The object of development is the quality of the instrument which includes content validity, item validity and reliability.

The data collection method uses non-tests with an instrument in the form of a questionnaire. The questionnaire is in the form of a validation sheet to obtain information

about whether or not the product being developed is valid, totaling 20 questionnaire statements for each aspect. The instrument grid for aspects of global diversity and mutual cooperation in the independent curriculum is presented in Table 1 and Table 2.

Table 1. Instrument Grid for Global Diversity Aspects

Variable	Aspect	Indicator	Number of Items	Statement Items and Question Numbers	
				Positive (+)	Negative (-)
Global Diversity	Get to know and appreciate culture	Get to know and accept the customs and culture around you.	2	1 (1)	1 (2)
		Respect the customs and culture around you.	4	2 (3,4)	2 (5,6)
	Intercultural communication skills	Accept the uniqueness of each culture around you.	4	2 (7,8)	2 (9,10)
		Tolerant attitude towards existing cultural diversity.	2	1 (11)	1 (12)
	Reflection and responsibility towards diversity	Maintaining and adapting to the cultural diversity around us.	4	2 (13,14)	2 (15,16)
		Integrating the values of cultural diversity within oneself.	4	2 (17,18)	2 (19,20)
Amount			20	10	10

Table 2. Instrument Grid for Mutual Cooperation Aspects

Variable	Aspect	Indicator	Number of Items	Statement Items and Question Numbers	
				Positive (+)	Negative (-)
Mutual cooperation	Collaboration	Demonstrate positive attitudes towards cultural diversity.	4	2 (1,2)	2 (3,4)

		Take part in preserving local culture with friends.	4	2 (5,6)	2 (7,8)
	Concern	Pay attention to the state of the social environment surrounding culture.	4	2 (9,10)	2 (11,12)
		Able to act and involve oneself in the existing socio-cultural environmental conditions.	2	1 (13)	1 (14)
	Sharing	Have the awareness to adopt an attitude of giving and receiving everything that is important for personal and collective life.	4	2 (15,16)	2 (17,18)
		Able to live side by side and prioritize healthy joint use.	2	1 (19)	1 (20)
Amount			20	10	10

The data analysis methods and techniques used in this research are qualitative and quantitative descriptive analysis methods. The qualitative descriptive analysis method is used to process data in the form of criticism and suggestions from the results of expert reviews to be used as consideration for improving the instrument. The quantitative descriptive analysis method is used to obtain the average score from each expert through an instrument assessment sheet which includes an item validity test using the product moment correlation formula and a test reliability test using the Cronbach's alpha formula.

2. Results and Discussion
Results

The product produced through this development is an instrument for evaluating Pancasila student profiles regarding aspects of global diversity and mutual cooperation. Based on testing the validity of the instrument's content carried out by 2 expert judgments, the results obtained are presented in Table 3 below.

Table 3. Content Validity Test Results of Evaluation Instruments

No	Uji Ahli	Validator

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		Relevant (item)	Not Relevant (item)
1	Global Diversity Instrument	1, 2, 3, 4, 5, 6, 7, 8, 9,10 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	-
2	Global Diversity Instrument	1, 2, 3, 4, 5, 6, 7, 8, 9,10 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	-
3.	Mutual Cooperation Instrument	1, 2, 3, 4, 5, 6, 7, 8, 9,10 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	-
4.	Mutual Cooperation Instrument	1, 2, 3, 4, 5, 6, 7, 8, 9,10 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	-

Then the content validity coefficient is calculated from the results obtained. The results of calculating the content validity coefficient are as follows.

Instrument validity = $\dfrac{\dfrac{20}{0+0+0+20}}{20}$ = 1,00 (Global Diversity)

Instrument validity = $\dfrac{\dfrac{20}{0+0+0+20}}{20}$ = 1,00 (Global Diversity)

Instrument validity = $\dfrac{\dfrac{20}{0+0+0+20}}{20}$ = 1,00 (Mutual cooperation)

Instrument validity = $\dfrac{20}{0+0+0+20}$ = 1,00 (Mutual cooperation)

After the content validity coefficient is obtained, the validity of the items for each questionnaire statement is calculated. Based on calculations carried out to test the validity of the Pancasila Student Profile character assessment test on aspects of global diversity and mutual cooperation among students in elementary schools, of the 20 questions for each aspect that were tested on 34 participants, 20 of the questions were declared valid.

Then, the results of calculating the reliability of the Pancasila Student Profile character assessment test on the global diversity aspect of students in elementary schools using Cronbach's alpha obtained a value of $r1.1 = 0.87$, which means that the items on the evaluation instrument statement on the global diversity aspect are classified as reliable. Then, for the mutual cooperation aspect, the value obtained was $r1.1 = 0.88$, which means that the items on the evaluation instrument statement on the mutual cooperation aspect were classified as reliable.

Discussion

Based on the results of the analysis, the Pancasila student profile evaluation instrument for aspects of global diversity and mutual cooperation in the IPAS content for grade IV elementary school students that was developed was declared valid and reliable in the very good category and can be used in the evaluation process. The results of this research are in line with the results of previous research which succeeded in developing an Android-

based instrument for assessing the character of the Pancasila student profile of elementary school students that is valid, reliable and practical (Ayu et al., 2024; Uyun et al., 2023).

The results of the analysis of content and item validity tests on the development of evaluation instruments for students regarding the Pancasila Student Profile aspects of global diversity and mutual cooperation, were carried out by 2 experts to test content validity and 34 students tested item validity. The results of the validity test of the items for the development of the evaluation instrument from the aspects of global diversity and mutual cooperation showed that the 20 statement items in the questionnaire were valid. With valid results, the use of this evaluation instrument will provide an accurate picture of global diversity and mutual cooperation in the environment. Global diversity is a value that prioritizes respect for diversity (Patria & Abduh, 2023; Zuriah & Sunaryo, 2022). This means having tolerance for differences, accepting them without judging or judging, without feeling superior to others, not only in Indonesia but also throughout the world. Gotong royong is a character value that emphasizes the importance of cooperation, helping each other, and supporting each other in actions aimed at the common good (Mutiara et al., 2022; Sitompul et al., 2022). This is an attitude that strengthens social solidarity and promotes harmony in society, creating an inclusive and caring environment.

Diversity and cooperation measured through this instrument can be used as a reliable reference in identifying strengths and areas that need to be improved in achieving the goals of better diversity and cooperation (Aries, 2022; Hamzah and S., 2022). The use of this evaluation instrument can help in planning appropriate strategies and interventions to increase global diversity and mutual cooperation in the environment. Apart from that, the evaluation results obtained can also be used as a basis for monitoring progress and changes that occur from time to time. In this way, environmental management can be more effective in identifying diversity and cooperation that needs to be improved and measuring the impact of various programs that have been implemented (Norrahman, 2023; Supriadi et al., 2024). Apart from that, the use of this evaluation instrument can also be a tool to motivate and reward individuals or groups who have played an active role in promoting global diversity and mutual cooperation in the environment (Aulia Dewanti et al., 2023; Habibah et al., 2021). Thus, efforts to create an inclusive and harmonious environment can continue to be encouraged and strengthened through the use of appropriate evaluation instruments.

In the reliability test of the items on the global diversity aspect using Cronbach's alpha, $r1.1 = 0.87$ from the 20 statement items means that the statement items are classified as reliable. This shows that the level of consistency between items in the global diversity aspect is very high. Thus, it can be concluded that the items in this aspect can be relied on to measure global diversity well. These high reliability results provide confidence that the test used is able to provide consistent and reliable results for measuring the variables studied.

The high reliability results also show that the use of Cronbach's alpha as a method for measuring consistency in this research has been successful (Maulana, 2022; Suardika et al., 2021). Thus, this research can be considered valid and reliable in measuring global diversity. Furthermore, these results also provide confidence that the data obtained from respondents can be relied upon to represent the wider population. This research can be used as an important reference in identifying and measuring global diversity accurately.

In the reliability test of the items on the mutual cooperation aspect using Cronbach's

alpha, it was obtained that r1.1 = 0.88 from the 20 question items, meaning that the statement items were classified as reliable. In general, it can be said that the development of the Pancasila Student Profile evaluation instrument for aspects of global diversity and mutual cooperation for elementary schools is suitable for use. The mutual cooperation aspect in the reliability test of the items has a high level of reliability. This shows that the questions asked in the mutual cooperation aspect are consistent in measuring the same variable. The results of this reliability test can be relied on for use in further research related to aspects of mutual cooperation.

High reliability results also show that respondents gave consistent answers to the questions asked (Maulana, 2022; Wahyu et al., 2020). This shows that the measurements carried out on the mutual cooperation aspect using Cronbach's alpha have been carried out well and accurately. Thus, it can be hoped that the results of the research conducted will provide valid and reliable information related to this aspect of mutual cooperation. Next, researchers can continue further analysis to explore the relationship between aspects of mutual cooperation and other relevant variables.

The results of this research can make a significant contribution to understanding the importance of mutual cooperation in society. In addition, researchers can also explore the impact of the level of participation in mutual cooperation activities on social welfare and environmental sustainability. This can provide a more comprehensive view of the role of mutual cooperation in strengthening solidarity and sustainability in society. This research can also be a basis for developing programs aimed at increasing community participation in mutual cooperation activities.

The results of this research show a high level of validity and reliability. The advantage of this research is that it combines evaluation instruments with Pancasila student profiles, aspects of global diversity and mutual cooperation. However, it cannot be denied that there are still several limitations in this research. One of the limitations that may affect the validity of the results is the limited number of respondents who can be taken as samples (Muhammad et al., 2023; Norrahman, 2023). In addition, other factors such as cultural diversity and respondent backgrounds can also influence the generalization of the results of this research. Further research with a larger and more representative sample may be needed to ensure the accuracy and reliability of the results of this study.

3. Conclusion

Referring to the results of the research that has been carried out, it is concluded that the instrument for evaluating the Pancasila student profile regarding aspects of global diversity and mutual cooperation in elementary schools, namely the one developed is valid and reliable. The implication of this research is that by increasing awareness and appreciation of Global Diversity values, by using evaluation instruments specific to aspects of global diversity, teachers can be more effective in identifying and developing awareness and appreciation of global diversity values among students. This can help students understand the importance of tolerance, accuracy, and concern for other cultures and religions, as well as increase their awareness of the differences and similarities between cultures and religions. Improving Mutual Cooperation skills Evaluation instruments that measure aspects of mutual cooperation can help teachers assess students' abilities to work

together, share and help others. This can improve students' skills in interacting with other people, build awareness about the importance of cooperation, and increase their awareness of the needs and interests of other people. Developing a Pancasila student profile evaluation instrument that includes aspects of global diversity and mutual cooperation can help improve the quality of character education. This can help students understand and develop Pancasila values, such as faith, piety and noble character, as well as increase their awareness of the importance of these values in everyday life.

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