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| Abstract: | <p>The Pancasila Student Profile Strengthening Project (P5), initiated by the Indonesian government, aims to foster an independent curriculum in pioneer schools. However, identifying a suitable theme from the seven provided by the project poses a challenge for these schools. This research developed and validated a P5 Theme Questionnaire (KT P5) to help determine the priority theme based on student needs. The study involved ten pioneer junior high schools and 524 student respondents. Exploratory Factor Analysis (EFA) identified a seven-factor theme model with 35 items, displaying an average factor loading of >0.7. Confirmatory Factor Analysis (CFA) results showed a good model fit: Root mean square error of approximation (RMSEA) = 0.027, Comparative Fit Index (CFI) = 0.982, and Goodness of Fit Index (GFI) = 0.991. The questionnaire also demonstrated high reliability, with Coefficient $\omega = 0.944$ and Coefficient $\alpha = 0.826$. In conclusion, the KT P5 is an appropriate, functional, and reliable tool for identifying the preferred P5 theme in pioneer schools, thereby assisting in effectively implementing the Pancasila Student Profile Strengthening Project.</p> |
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The Development and Validation of the KT P5 (*Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila*): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

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Abstract

1
2 The Pancasila Student Profile Strengthening Project (P5), initiated by the Indonesian
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28 Strengthening Project.
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39 *Keywords:* Pancasila Student Profile, Pioneer Schools, Curriculum, Questionnaire,
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41 Validation, Self-Actualization, Educational Themes, KT P5, Independent Curriculum,
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43 Indonesia
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**The Development and Validation of the KT P5 (*Kuesioner Tema Proyek Penguatan
Profil Pelajar Pancasila*): A New Tool for Strengthening the Pancasila Student Profile in
Indonesian Pioneer Schools**

Introduction

The Pancasila Student Profile Strengthening Project, commonly called P5, is integral to implementing Indonesia's Independent Curriculum (IKM) development[1]. The Pancasila Student Profile Strengthening Project aims to realize Pancasila students who can behave according to Pancasila values, namely believing and devoting to God Almighty, global diversity, cooperation, independence, and critical and creative thinking. The concept of the Pancasila Student Profile is a set of character traits and competencies expected to be achieved by students based on the noble values of Pancasila [2–4].

This carries the philosophical meaning that Indonesian students are competent lifelong learners, have character, and behave according to Pancasila values [5]. Pancasila is the basis of the state for the people of Indonesia, contained in the fourth line of the 1945 Constitution (RI, n.d.). The values of Pancasila are based on the 1945 Constitution [6].

The values of Pancasila, based on the 1945 Constitution [6], are as follows: 1) Belief in the One and Only God. This value emphasizes the importance of belief in God Almighty. Indonesia recognizes and respects various religions and beliefs and promotes interfaith harmony. 2) Just and Civilized Humanity. This value emphasizes the importance of respecting human dignity and rights. Every individual has the same right to live and receive fair treatment without discrimination. 3) The Unity of Indonesia. This value emphasizes the importance of maintaining the Indonesian nation's unity. All Indonesian citizens must cooperate and respect each other in the spirit of unity, setting aside differences in ethnicity, religion, race, and class. 4) Democracy Guided by the Inner Wisdom in the Consultative/Representative Deliberations. This value emphasizes the importance of active

1 community participation in state decision-making. State decisions must be based on
2 consensus through deliberation, encouraging public participation and the election of
3 representatives trusted by the community. 5) Social Justice for All of the People of Indonesia.
4 This value emphasizes the importance of distributing social justice for Indonesia's people.
5 This value aims to create economic equality and opportunities for Indonesia's people, reduce
6 social gaps, and realize a fair life for all.
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The Pancasila student profile is a translation of the national education goals. It serves as the primary reference directing educational policies, including serving as a reference for educators in building the character and competencies of students [7]. All stakeholders must understand the Pancasila student profile due to its essential role. The six dimensions of the Pancasila student profile need to be seen as a whole unit so that each individual can become a competent lifelong learner with character and behaves according to Pancasila values.

The Pancasila Student Profile Strengthening Project uses a project-based learning approach [3]. The flow and process that each student goes through in solving problems on the project are paramount, allowing students to experience knowledge as a process of character strengthening and the chance to learn from the surrounding environment. In running the P5 project, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia provides several project theme options that can be carried out by academic units that fall into the category of pioneer schools. Pioneer schools can choose at each phase to be undertaken according to regulations. Junior High Schools implement 3-4 themes in one academic year [7].

The themes of the project that pioneer schools can carry out are listed in the Pancasila profile strengthening project guide [2,3,5,8,9], namely:

Sustainable Lifestyle. In this theme, students are expected to understand the impact of human activities, both short and long-term, on the sustainability of life in the world and

1 their surrounding environment. Students also build awareness to behave and act
2 environmentally friendly, learn about the potential sustainability crisis in their surrounding
3 environment, and develop readiness to face and mitigate it. The existence of the sustainable
4 lifestyle theme linked to the independent curriculum in the Pancasila student profile
5 strengthening project, it is hoped that teachers and principals can understand the essence of a
6 sustainable lifestyle and can encourage and invite students to apply a sustainable lifestyle
7 integrated with the Pancasila student profile strengthening project [10]. A sustainable lifestyle
8 manifests as identifiable patterns of thinking, existence, and actions rooted in "socio-
9 ecological" reality, which aligns with this statement. [11],

21 **Local Wisdom.** In this theme, students build curiosity and inquiry skills by exploring
22 the local culture and wisdom of the surrounding community or region and its development.
23 Local wisdom values are a strategy that can realize a new paradigm in global competencies to
24 realize global competencies towards the Pancasila student profile through character education
25 in pioneer schools [12]. Strongly recommends the integration of local wisdom, achievable
26 through the inclusion of local wisdom values into the material and setting aside time for
27 discussions about local wisdom [13]. Furthermore, focusing on the local wisdom theme
28 requires teachers to consider certain aspects when selecting learning objective formulations
29 and indicator formulations. This way, realizing the Pancasila student profile can be
30 implemented more proportionally and comprehensively within the local wisdom theme [14].

46 **Unity in Diversity.** In this theme, students recognize and promote a culture of peace
47 and anti-violence and learn to build respectful dialogues about diversity and the values of
48 their teachings. Students also learn the perspectives of various religions and beliefs, critically
49 and reflectively examining negative stereotypes and their impact on conflict and violence.
50 Project-based learning, such as the Unity in Diversity Project in the prototype curriculum of
51 pioneer schools, is very appropriate to realize the strengthening of the Pancasila student
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1 profile because students and educators are given a comprehensive and meaningful space to
2 directly (contextually) see the reality of community life that becomes the object of study in
3 schools [15]. Literally, "Bhinneka" (diverse), "Tunggal" (one) "Ika" (that) are interpreted as
4 "different but still one [16]." Using a hermeneutical approach, six character values were
5 discovered within the motto "Unity in Diversity": religious, global diversity, cooperation,
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7 bravery and willingness to sacrifice, loving, and intelligence[17].
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14 **Nurture Their Spirit and Body.** Students build awareness and skills to maintain
15 physical and mental health for themselves and those around them. Students research and
16 discuss issues related to self-wellbeing and bullying and strive to find a way out. They also
17 examine issues related to physical and mental health and well-being, including drug issues,
18 pornography, and reproductive health—the need for a safe school for students [18,19]. A safe
19 school is a school that protects children in the learning process in terms of health, safety, and
20 security. The government aims to cultivate students' character to foster positive attitudes. This
21 endeavor aligns with the Regulation Of The Minister Of Education And Culture Of The
22 Republic of Indonesia No 23 Of 2015, which posits that character cultivation habituates
23 positive attitudes and behaviors in school environments [20]. Such an approach is based on
24 the consideration that there is still an underemphasis on implementing fundamental human
25 values rooted in Pancasila. Understanding these values is often confined to a conceptual level
26 and is yet to be actualized into tangible values within the school, family, and community
27 environment.
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34 **Voice of Democracy.** This theme expects students to use systems thinking skills,
35 explaining the relationship between the role of the individual and the sustainability of
36 Pancasila democracy. Through this learning, students reflect on the meaning of democracy
37 and understand the implementation of democracy and its challenges in different contexts,
38 including in school organizations and the world of work. Several perspectives underscore the
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1 significance of students learning about democratic voices. For instance, it investigates several
2 core values supporting student expression by striving to understand the values encapsulated
3 in their voices [21]. Relationship between student consultation and participation and the
4 legacy of progressive democratic traditions in schools, which teach about democracy as an
5 investment for the future and apply democratic principles in everyday life at school, building
6 a whole school culture where student opinions have a place [22]. The experience of
7 expressing student voices in schools, on themselves and their classmates, is positively related
8 to students' attitudes to act democratically [23]. These findings underline the importance of
9 the relevance of opportunities to practice expressing democratic voices in schools for all
10 students, and this research also illustrates the importance of schools as a foundation for
11 learning about citizenship practices. Student voices can help increase tension and focus on
12 pressing issues when needed; it can also help alleviate the turmoil in individual teenagers and
13 school contexts that require resolution [24].

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31 **Engineering and Technology.** This theme expects students to train their critical,
32 creative, innovative thinking, and empathy skills to engineer and build technology products
33 that facilitate their activities and those around them. Students can build an intelligent society
34 culture by solving problems in the surrounding community through innovation and
35 technology application, synergizing social and technological aspects. Highlight findings on
36 the importance of designing training programs to develop students' digital literacy,
37 emphasizing social-emotional competencies, and developing efficient digital functions in
38 contemporary society [25]. The views of engineering nature held by students provide a basis
39 on which curriculum activities or materials can be developed to introduce engineering work
40 and the engineering design process to high school students [26].

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56 **Entrepreneurship.** This theme emphasizes the importance of learners identifying
57 local economic potentials, the problems inherent in developing such potentials, and their
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1 relation to environmental, social, and community welfare aspects. Through this activity,
2 creativity and entrepreneurial culture will be fostered and developed. Learners also expand
3 their horizons about future opportunities, become sensitive to community needs, become
4 skilled problem solvers, and are ready to become professional workforce members with
5 complete integrity. Students need an education program including syllabi and curricula that
6 integrate entrepreneurship, allowing them to display their abilities and demonstrate them in
7 the field; after completing tasks, thus students can show their interest in entrepreneurship in
8 the classroom and internship actions [27]. Entrepreneurial education positively affects
9 students' entrepreneurial intentions and mindset; this research finding demonstrates that the
10 entrepreneurial mindset has successfully mediated the relationship between entrepreneurial
11 education and students' entrepreneurial intentions [28].

12 The themes, as presented above in determining the theme, are carried out following
13 the stages of the academic unit, wherein the educational unit is eventually expected to enter
14 the advanced stage, where each class examines different issues according to the students'
15 choices. Students can choose different issues to provide advanced-stage challenges. However,
16 determining this theme still poses an obstacle for pioneer schools in identifying the themes
17 that must be implemented in one academic year; pioneer schools are still confused about
18 which theme to choose, considering that in determining the theme, it is also necessary to pay
19 attention to the aspirations of the students, so a need assessment is required in determining
20 the theme according to the needs of the students, the determination of the theme does not
21 only come from teachers or school principals. This phenomenon has been occurring in
22 pioneer schools, they want to carry out a need assessment of the theme according to the needs
23 of the students, but there is no tool yet to measure it. In the curriculum scheme, the
24 implementation of the Pancasila student profile strengthening project is found in the
25 formulation of Kepmendikbudristek No.56/M/2022 about Guidelines for Curriculum

1 Implementation in the Framework of Learning Recovery, which states that the Curriculum
2 Structure at the PAUD level and Basic and Secondary Education consists of extra-curricular
3 learning activities and Pancasila student profile strengthening projects. [29]
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7 The results from the Operational Management Working Group (PMO) discussions
8 held monthly since the beginning of 2022 with academic units that become pioneer schools
9 through the web account <https://app-sekolahpenggerak.simpkb.id/home> identified the
10 importance of having an instrument to identify P5 themes. However, in Indonesia, no tool has
11 been found to measure the identification of P5 themes based on student needs. However, this
12 tool to identify P5 themes is essential for pioneer schools to understand students' needs for
13 the chosen and implemented P5 themes. The results can be used as material for discussions
14 with school members in determining P5 themes. This P5 theme questionnaire is prepared by
15 referring to the guidelines for the Pancasila student profile strengthening project issued by the
16 Ministry of Education, Culture, Research, and Technology of Indonesia [1–5,7,8,15].
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31 In light of the challenges in integrating the Pancasila values within the current
32 Independent Curriculum, this study intends to explore the following research question: How
33 can a Pancasila Student Profile Strengthening Project Theme Questionnaire (KT P5) be
34 developed and validated as an effective tool for identifying relevant project themes based on
35 student needs and aspirations in pioneer schools in Indonesia?
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Method

Materials and Method

This research uses ten schools categorized as pioneers for junior high school levels. Why pioneer schools? Because these schools, in implementing the Free Curriculum, are model schools designated by the Indonesian government to strengthen the Pancasila student profile. The questionnaire was developed in Banjarmasin, Banjarbaru, and Banjar Regency, Indonesia. The respondents of this study were 524 students, consisting of 261 male students and 263 female students, with a mean age of 13.025 and a standard deviation of 0.714. The respondents are junior high school students who are implementers of the pioneer school program, carrying out the implementation of the Free Curriculum, with one of their activities being the project of strengthening the Pancasila student profile. These schools are located in Banjarmasin, Banjarbaru, and Banjar Regency.

Prosedur

This questionnaire was created by conceptually reviewing the guidelines for the Pancasila student profile strengthening project, academic studies of the curriculum for learning recovery, and studies of the development of the Pancasila student profile. The theme of the Pancasila student profile strengthening project is applied at the Early Childhood Education level, Elementary School, High School, and Vocational School in pioneer schools. However, we are focused on developing a P5 theme questionnaire for junior high schools.

The process of developing the questionnaire incorporated various stages, and these stages include: [30–32]:

1. Phase 1: Construct Conceptualization. This questionnaire was created by conceptually reviewing the guidelines for the Pancasila student profile strengthening project, academic studies of the curriculum for learning recovery, and studies of the development of the Pancasila student profile.

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2. Phase 2: Creating items (draft questionnaire) and modifying the questionnaire based on expert panel feedback to achieve satisfactory content validity. At this stage, 35 items were created based on the seven themes of the Pancasila student profile strengthening project, each containing five statement items. The scale used is Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Agree, Strongly Agree.
3. Phase 3: Conduct a preliminary review to ensure the questionnaire's completeness and readability among 15 selected students. We asked participants to comment on the clarity of the questionnaire items and content to ensure face validity.
4. Phase 4: Data collection and exploratory factor analysis (EFA).
5. Phase 5: Conduct confirmatory factor analysis to check construct validity. We sampled seventh-grade students in pioneer schools at the junior high level in Banjarmasin, Banjarbaru, and Banjar Regency, amounting to ten pioneer schools from February to May 2023. After the data was collected, we conducted an EFA, a technique widely used in exploring theoretical constructions, to determine the factorial structure of the questionnaire and explore which items collectively constitute a construct following each theme.
6. Phase 6: Assessing multidimensionality and reliability. For the statistical hypothesis test of the EFA results about item construction on each theme, we calculated CFA using a reference basis of $RMSEA = <0.08$, $CFI = >0.9$, $TLI > 0.9$, $SRMR = <0.08$. Convergent validity is met if the AVE value is greater than or equal to 0.5.

Results

The testing of this questionnaire started with an Exploratory Factor Analysis to determine the factor loadings obtained from each theme for which items had been created. The results of the EFA testing can be seen in Table 1, which shows the sample adequacy by looking at the MSA results for each theme dimension and then Bartlett's Test result of 0.001. The factor loading of each item is also above 0.7, except for item no. 34 with a factor loading of 0.663, but we still used this item for further testing in the Exploratory Factor Analysis (EFA).

Table 1

Value Factor Loading Exploratory Factor Analysis

| No | Statement (id: Indonesian Language & en: the English Language) | Factor loading EFA |
|----|--|-----------------------|
| | Sustainable Lifestyle | |
| 1 | <i>id_Saya tertarik mempelajari proses pengolahan limbah sampah menjadi barang yang berguna</i> en_I am interested in learning the process of processing waste into valuable goods | 0.822 |
| 2 | <i>id_Dampak perubahan iklim membuat saya tertarik ingin mengetahui penyebabnya</i> en_The impact of climate change makes me interested to know the cause | 0.772 |
| 3 | <i>id_Bencana alam seperti banjir perlu dicegah</i> en_Natural disasters such as floods need to be prevented | 0.828 |
| 4 | <i>id_Menjaga kelestarian lingkungan sangat penting agar tidak terjadi krisis berkelanjutan</i> en_Maintaining environmental sustainability is very important so that a continuous crisis does not occur | 0.756 |
| 5 | <i>id_Siswa semestinya memahami pentingnya menjaga kelestarian lingkungan dengan menjaga kebersihan</i> en_Students should understand the importance of maintaining environmental sustainability by maintaining cleanliness | 0.834 |
| | Local Wisdom | |
| 6 | <i>id_Saya bangga dengan kearifan lokal daerah</i> en_I am proud of the local wisdom of the area | 0.850 |
| 7 | <i>id_Saya suka mempelajari asal usul suatu budaya daerah</i> en_I like to study the origins of a regional culture | 0.852 |
| 8 | <i>id_Saya masih perlu banyak mengenal sistem budaya daerah local</i> en_I still need to get to know the local cultural system a lot | 0.873 |

| No | Statement (id: Indonesian Language & en: the English Language) | Factor loading EFA |
|--|--|-----------------------|
| 9 | <i>id_Sekolah mengundang ahli budaya untuk menampilkan kekhasan budaya local</i> <i>en_The school invites cultural experts to present local cultural specialties</i> | 0.822 |
| 10 | <i>id_Sekolah mengadakan program untuk studi mengunjungi sistem tradisional suatu daerah</i> <i>en_The school organizes programs for studies visiting traditional systems of an area</i> | 0.761 |
| Unity in Diversity (Bhinneka Tunggal Ika) | | |
| 11 | <i>id_Saling menghormati karena perbedaan asal suku sangat penting bagi saya</i> <i>en_Mutual respect because of differences in ethnic origin is essential to me</i> | 0.793 |
| 12 | <i>id_Keberagaman berbagai suku di Indonesia sangat menarik untuk dipelajari</i> <i>en_The diversity of various tribes in Indonesia is exciting to study</i> | 0.790 |
| 13 | <i>id_Tolong menolong dalam berteman kepada semua tanpa membedakan sangat penting bagi saya</i> <i>en_Helping each other in friendship with all people without discriminating is very important to me</i> | 0.826 |
| 14 | <i>id_Saya suka berteman dengan berbagai orang yang berlatar belakang budaya berbeda</i> <i>en_I like to make friends with people from different cultural backgrounds</i> | 0.751 |
| 15 | <i>id_Saya sangat menghormati keberagaman budaya lingkungan tempat tinggal</i> <i>en_I respect the cultural diversity of the living environment</i> | 0.713 |
| Nourish the Spirit and Soul | | |
| 16 | <i>id_Saya ingin di sekolah saya bebas dari adanya bullying</i> <i>en_I want my school to be free from bullying</i> | 0.867 |
| 17 | <i>id_Sekolah menurut saya perlu mengembangkan program anti narkoba</i> <i>en_In my opinion, schools need to develop an anti-drug program.</i> | 0.827 |
| 18 | <i>id_Siswa di sekolah perlu memperoleh informasi tentang pergaulan remaja</i> <i>en_Students at school need to obtain information about teenager commingling</i> | 0.875 |
| 19 | <i>id_Sekolah memiliki program anti bullying</i> <i>en_The school has an anti-bullying program</i> | 0.823 |
| 20 | <i>id_Sekolah mengembangkan kegiatan yang berbasis digital</i> <i>en_The school develops digital-based activities</i> | 0.878 |
| Voice of Democracy | | |
| 21 | <i>id_Pemilihan OSIS dilakukan secara demokratis</i> <i>en_The OSIS election is carried out democratically</i> | 0.829 |

| No | Statement (id: Indonesian Language & en: the English Language) | Factor loading EFA |
|----|--|-----------------------|
| 22 | <i>id_Pemilihan Ketua kelas dilakukan secara demokratis</i> | 0.776 |
| | <i>en_The election of class presidents is carried out democratically</i> | |
| 23 | <i>id_Sekolah mengundang ahli organisasi untuk melatih siswa berorganisasi</i> | 0.836 |
| | <i>en_The school invites organizational experts to train students to organize</i> | |
| 24 | <i>id_Sekolah membuat program internship (magang) ke lembaga organisasi</i> | 0.774 |
| | <i>en_The school makes an internship program (apprenticeship) for organizational institutions</i> | |
| 25 | <i>id_Sekolah mengadakan pertemuan dengan siswa untuk menyampaikan aspirasi usulan kegiatan</i> | 0.847 |
| | <i>en_The school holds a meeting with students to convey their aspirations and proposed activities</i> | |
| | Engineering and Technology | |
| 26 | <i>id_Sekolah memiliki program digital untuk membuat konten kreatif</i> | 0.843 |
| | <i>en_The school has a digital program to create creative content</i> | |
| 27 | <i>id_Sekolah memiliki web/situs digital yang melibatkan siswa dalam mengisi konten</i> | 0.794 |
| | <i>en_The school has a web/digital site that engages students in filling out the content</i> | |
| 28 | <i>id_Sekolah mengadakan lomba kegiatan berbasis digital bagi siswa</i> | 0.847 |
| | <i>en_The school held a digital-based activity competition for students</i> | |
| 29 | <i>id_Sekolah melatih siswa berkerasi di bidang robotika</i> | 0.789 |
| | <i>en_The school trains students to be creative in the field of robotics</i> | |
| 30 | <i>id_Saya perlu mempelajari perkembangan inovasi teknologi</i> | 0.851 |
| | <i>en_I need to study the development of technological innovation</i> | |
| | Entrepreneurship | |
| 31 | <i>id_Sekolah memiliki program membuat kerajinan lokal bagi siswa</i> | 0.745 |
| | <i>en_The school has a program to make local crafts for students</i> | |
| 32 | <i>id_Siswa dilatih untuk melakukan praktik langsung dalam memasarkan produk karyanya</i> | 0.746 |
| | <i>en_Students are trained to do hands-on practice in marketing their work products</i> | |
| 33 | <i>id_Sekolah mengundang orang yang sukses dalam berwirausaha</i> | 0.738 |
| | <i>en_The school invites people who are successful in entrepreneurship</i> | |
| 34 | <i>id_Saya ingin praktik langsung berwirausaha</i> | 0.653 |
| | <i>en_I want to practice entrepreneurship right away</i> | |
| 35 | <i>id_Saya ingin belajar tentang wirausaha berbasis digital</i> | 0.730 |
| | <i>en_I want to learn about digital-based entrepreneurship</i> | |

The EFA results show that each dimension of the theme for the Pancasila profile strengthening project can be declared to meet the requirements for the goodness of fit by

considering MSA, Bartlett's Test, Chi-squared, SRMR, TLI, CFI with a reliability above 0.9 as can be seen in Table 2.

After determining the factor loadings through EFA testing, the next step is to test each dimension of the Pancasila student profile project theme.

Table 2

Model Goodness of Fit EFA

| Theme | Overall MSA | Bartlett's Test | Chi-squared | RMSEA | SRMR | TLI | CFI |
|---|-------------|-----------------|-------------|-------|-------|-------|-------|
| Sustainable Lifestyle | 0.891 | 0.001 | 0.280 | 0.022 | 0.010 | 0.998 | 0.999 |
| Local Wisdom | 0.900 | 0.001 | 0.421 | 0.000 | 0.007 | 1.000 | 1.000 |
| Unity in Diversity (Bhinneka Tunggal Ika) | 0.879 | 0.001 | 0.091 | 0.041 | 0.014 | 0.993 | 0.997 |
| Nourish the Spirit and Soul | 0.908 | 0.001 | 0.537 | 0.000 | 0.007 | 1.001 | 1.000 |
| Voice of Democracy | 0.895 | 0.001 | 0.459 | 0.000 | 0.009 | 1.000 | 1.000 |
| Engineering and Technology | 0.899 | 0.001 | 0.485 | 0.000 | 0.008 | 1.001 | 1.000 |
| Entrepreneurship | 0.862 | 0.001 | 0.312 | 0.019 | 0.013 | 0.998 | 0.999 |

Confirmatory Factor Analysis (CFA) is a more sophisticated validity testing technique to verify whether the theoretical concepts of the research have been accurately reflected by the existing indicators [33]. In this study, the results of the Confirmatory Factor Analysis (CFA) by looking at Bartlett's test of sphericity found that $X^2 = 11472.970$, $df = 595$, $p = <0.001$.

For the model test, it can be seen in Table 3 where $RMSEA = 0.027 (<0.05)$, $CFI = 0.982 (>0.9)$, $GFI = 0.991 (>0.9)$, $NFI = 0.937 (>0.9)$, $IFI = 0.982 (>0.9)$. Furthermore, the factor loading of confirmatory factor analysis, as shown in Table 4, presents Std—Est—(all) results above 0.7. Hence, the items on this factor can be stated to be capable of measuring the dimensions of the Pancasila profile strengthening project theme.

Table 3**Model Fit indices**

| Index | Value | Model |
|---|-------|-------|
| Root mean square error of approximation (RMSEA) | 0.027 | fit |
| Comparative Fit Index (CFI) | 0.982 | fit |
| The goodness of fit index (GFI) | 0.991 | fit |
| Bentler-Bonett Normed Fit Index (NFI) | 0.937 | fit |
| Bollen's Incremental Fit Index (IFI) | 0.982 | fit |

Table 4**Factor loadings CFA**

| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | |
|---|-----------|----------|------------|---------|--------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | Std. Est. (all) |
| Sustainable Lifestyle | GHB1 | 0.810 | 0.036 | 22.430 | < .001 | 0.740 | 0.881 | 0.826 |
| | GHB2 | 0.742 | 0.037 | 20.130 | < .001 | 0.670 | 0.814 | 0.768 |
| | GHB3 | 0.814 | 0.036 | 22.525 | < .001 | 0.743 | 0.885 | 0.829 |
| | GHB4 | 0.779 | 0.040 | 19.551 | < .001 | 0.701 | 0.857 | 0.753 |
| | GHB5 | 0.789 | 0.035 | 22.781 | < .001 | 0.721 | 0.857 | 0.835 |
| Local Wisdom | KL1 | 0.887 | 0.037 | 23.662 | < .001 | 0.814 | 0.961 | 0.849 |
| | KL2 | 0.877 | 0.037 | 23.631 | < .001 | 0.804 | 0.950 | 0.849 |
| | KL3 | 0.922 | 0.037 | 24.804 | < .001 | 0.849 | 0.995 | 0.875 |
| | KL4 | 0.880 | 0.039 | 22.465 | < .001 | 0.803 | 0.957 | 0.821 |
| | KL5 | 0.741 | 0.037 | 20.105 | < .001 | 0.669 | 0.813 | 0.762 |
| Unity in Diversity (Bhinneka Tunggal Ika) | BTI1 | 0.757 | 0.036 | 21.036 | < .001 | 0.686 | 0.827 | 0.798 |
| | BTI2 | 0.745 | 0.036 | 20.478 | < .001 | 0.674 | 0.816 | 0.784 |
| | BTI3 | 0.805 | 0.036 | 22.166 | < .001 | 0.734 | 0.876 | 0.827 |
| | BTI4 | 0.756 | 0.039 | 19.321 | < .001 | 0.679 | 0.832 | 0.752 |
| | BTI5 | 0.644 | 0.036 | 17.947 | < .001 | 0.574 | 0.714 | 0.713 |
| Nourish the Spirit and Soul | BJR1 | 0.929 | 0.038 | 24.737 | < .001 | 0.856 | 1.003 | 0.870 |
| | BJR2 | 0.846 | 0.037 | 22.618 | < .001 | 0.773 | 0.920 | 0.822 |
| | BJR3 | 0.932 | 0.037 | 25.005 | < .001 | 0.859 | 1.005 | 0.876 |
| | BJR4 | 0.879 | 0.039 | 22.567 | < .001 | 0.803 | 0.955 | 0.821 |
| | BJR5 | 0.901 | 0.036 | 25.193 | < .001 | 0.831 | 0.972 | 0.880 |
| Voice of Democracy | SD1 | 0.828 | 0.036 | 22.808 | < .001 | 0.757 | 0.900 | 0.833 |
| | SD2 | 0.752 | 0.037 | 20.340 | < .001 | 0.679 | 0.824 | 0.772 |
| | SD3 | 0.835 | 0.036 | 22.960 | < .001 | 0.764 | 0.906 | 0.837 |

| | | | | | | 95% Confidence Interval | | |
|----------------------------|-----------|----------|------------|---------|--------|-------------------------|-------|-----------------|
| Factor | Indicator | Estimate | Std. Error | z-value | p | Lower | Upper | Std. Est. (all) |
| | SD4 | 0.788 | 0.039 | 20.336 | < .001 | 0.712 | 0.864 | 0.772 |
| | SD5 | 0.808 | 0.034 | 23.422 | < .001 | 0.740 | 0.875 | 0.848 |
| Engineering and Technology | RT1 | 0.859 | 0.037 | 23.414 | < .001 | 0.787 | 0.931 | 0.845 |
| | RT2 | 0.779 | 0.037 | 21.149 | < .001 | 0.706 | 0.851 | 0.791 |
| | RT3 | 0.859 | 0.037 | 23.483 | < .001 | 0.787 | 0.930 | 0.847 |
| | RT4 | 0.818 | 0.039 | 21.029 | < .001 | 0.741 | 0.894 | 0.788 |
| | RT5 | 0.827 | 0.035 | 23.721 | < .001 | 0.758 | 0.895 | 0.852 |
| Entrepreneurship | KWN1 | 0.637 | 0.034 | 18.605 | < .001 | 0.570 | 0.704 | 0.747 |
| | KWN2 | 0.669 | 0.036 | 18.424 | < .001 | 0.598 | 0.740 | 0.742 |
| | KWN3 | 0.645 | 0.035 | 18.229 | < .001 | 0.575 | 0.714 | 0.736 |
| | KWN4 | 0.611 | 0.039 | 15.656 | < .001 | 0.534 | 0.687 | 0.655 |
| | KWN5 | 0.616 | 0.034 | 18.181 | < .001 | 0.550 | 0.683 | 0.734 |

To observe the results of validity and reliability tests, we used Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α , thus confirming that the model is valid and reliable. The results indicate that the AVE in each dimension of the Pancasila student profile enhancement project theme is above 0.5, while the average reliability is Coefficient $\omega = 0.944$ and Coefficient $\alpha = 0.826$, as shown in Table 5.

Table 5

Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α

| Factor | AVE | Coefficient ω | Coefficient α |
|---|-------|----------------------|----------------------|
| Local Wisdom | 0.643 | 0.899 | 0.900 |
| Local Wisdom | 0.695 | 0.919 | 0.918 |
| Unity in Diversity (Bhinneka Tunggal Ika) | 0.603 | 0.883 | 0.882 |
| Nourish the Spirit and Soul | 0.729 | 0.930 | 0.931 |
| Voice of Democracy | 0.660 | 0.906 | 0.906 |
| Engineering and Technology | 0.680 | 0.914 | 0.914 |
| Entrepreneurship | 0.521 | 0.844 | 0.844 |
| Average | | 0.944 | 0.826 |

Discussion

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2 To identify the themes of the Pancasila Student Profile Strengthening Project, a
3
4 measurement tool is needed to provide input to schools about the dimensions of the Pancasila
5
6 Student Profile Strengthening Project themes to be implemented. Thus, implementing the
7
8 Pancasila Student Profile Strengthening Project is based on the students' needs assessment,
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10 and the school can finally implement the Pancasila Student Profile Strengthening Project. In
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12 the Pancasila Student Profile Strengthening Project activities, students can learn about
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14 essential themes or issues such as climate change, anti-radicalism, mental health, culture,
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16 entrepreneurship, technology, and democratic life. This allows students to take real action in
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18 addressing these issues according to their learning stages and needs, and this research fulfills
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20 this objective.
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27 The Pancasila Student Profile Strengthening Project, utilizing the KT P5 for needs
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29 assessment, is a crucial tool for understanding the students' needs concerning the P5 theme
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31 implementation. This effort enhances the effectiveness of the P5 project [7] and brings about
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33 significant changes across different educational sectors.
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37 The project catalyzes academic units, transforming them into open ecosystems that
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39 invite and encourage community participation and involvement. Moreover, these units evolve
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41 into learning organizations that contribute actively to their local environment and
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43 communities.
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46 For educators, the project provides a platform for students to enhance their
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48 competencies and reinforce their Pancasila Student Profile. Setting well-defined end goals for
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50 the learning process equips educators with the necessary competencies for collaboration
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52 across different subjects, thereby enriching the learning outcomes.
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1 For students, the project is central to bolstering their character and developing their
2 competencies as proactive global citizens. It enables students to plan and sustain their
3 learning activities effectively, cultivating the necessary skills, attitudes, and knowledge for
4 executing projects over specified periods. Furthermore, the project enhances students'
5 problem-solving skills across diverse learning contexts, motivates them to shoulder
6 responsibilities, and expresses concern for surrounding issues. It also nurtures respect for the
7 learning process and instills pride in their optimal achievements.
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17 Inspirational schools focus on holistically developing students' learning outcomes
18 [34]. This is achieved by realizing the Pancasila student profile, which includes literacy and
19 numeracy competencies and character. Therefore, implementing this project is very important
20 to create an effective learning environment and support the overall growth of students.
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27 The existence of the P5 Theme Questionnaire (KT P5) for the Pancasila Student
28 Profile Strengthening Project is expected to serve as a measurement tool to identify the
29 priority themes of the Pancasila Student Profile Strengthening Project that meet the needs of
30 students. This can encourage the optimal implementation of the Pancasila Student Profile
31 Strengthening Project in promoting students to become competent lifelong learners, have
32 character, and behave according to Pancasila values.
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41 **Strengths and limitations of the study**

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44 To the best of our knowledge, this study is the first to develop and validate a
45 questionnaire to identify the themes of the Pancasila student profile strengthening project in
46 pioneer schools in Indonesia. The study involved 524 respondents for 35 items based on the
47 guidelines of the Pancasila student profile strengthening project set by the Indonesian
48 Ministry of Education and Culture, Research and Technology, which contains seven themes
49 in pioneer schools at the junior high school level. We checked the adequacy of the sample
50 size using the KMO statistic, and the results showed that 527 respondents were sufficient for
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1 EFA analysis because the KMO value was more significant than 0.7. The CFA results
2 showed the goodness of fit model of the P5 theme questionnaire we developed with CFI,
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4 GFI, and NFI > 0.9.
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9 **Conclusion**

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11 The 35-item questionnaire developed within the existing seven themes (P5 Themes) is
12 valid and reliable for identifying the themes of the Pancasila student profile strengthening
13 project according to the needs of the students in the pioneer schools. Further research is
14 needed to confirm the reliability and validity of the questionnaire on a larger sample to
15 generalize the research findings, especially for high school and elementary school students.
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17 The questionnaire also needs to be tested for its relationship with self-actualization
18 dimensions to determine whether this questionnaire has a strong relationship with self-
19 actualization in pioneer schools implementing the Pancasila student profile strengthening
20 project theme program.
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Declaration of Interest Statement

Dominikus David Biondi Situmorang has the position to declare himself as one of Associate Editors in this journal. However, this article has been handled by another unidentified Associate Editor and reviewed by the Reviewers in an objective and double blind manner, according to applicable regulations from Elsevier, Heliyon, and Cell Press.

Decision on submission (Revisi ke-1)



Ali Rachman <ali.bk@ulm.ac.id>

Fwd: Decision on submission HELIYON-D-23-29595 to Heliyon

M. Arli Rusandi 19891214 201903 1 014 <arli.rusandi@lecturer.unri.ac.id>

Tue, Aug 20, 2024 at 1:40 PM

To: ali.bk@ulm.ac.id

Decision on submission HELIYON-D-23-29595 to Heliyon

----- Forwarded message -----

From: **Dominikus David Biondi Situmorang** <david.biondi@atmajaya.ac.id>

Date: Thu, Jan 25, 2024 at 10:11 PM

Subject: Fwd: Decision on submission HELIYON-D-23-29595 to Heliyon

To: M. Arli Rusandi 19891214 201903 1 014 <arli.rusandi@lecturer.unri.ac.id>, Ledy Oktavia Liza

<ledyoktavaliza@unilak.ac.id>, Ledy Oktavia Liza <ldyoktavaliza@gmail.com>

Dear Bro Arli,

Proficiat, ya! Monggo boleh lanjut direvisi dengan file terlampir ya, Bro. Xiexie.

Salam,

Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., **C.PS.**, C.BNLP.

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----- Forwarded message -----

From: **Heliyon** <em@editorialmanager.com>

Date: Thu, Jan 25, 2024 at 3:27 AM

Subject: Decision on submission HELIYON-D-23-29595 to Heliyon

To: Dominikus David Biondi Situmorang <david.biondi@atmajaya.ac.id>

Manuscript. Number.: HELIYON-D-23-29595

Title: The Development and Validation of the KT P5 (Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Journal: Heliyon

Dear Assist. Prof. Situmorang,

Thank you for submitting your manuscript to Heliyon. We have completed the review of your manuscript and a summary is appended below. The reviewers recommend major revisions are required before publication can be considered. If you are able to address all reviewer comments in full, I invite you to resubmit your manuscript. We ask that you respond to each reviewer comment by either outlining how the criticism was addressed in the revised manuscript or by providing a rebuttal to the criticism.

This should be carried out in a point-by-point fashion as illustrated here: <https://www.cell.com/heliyon/guide-for-authors#Revisions>.

We also request you to ensure the following about data availability.

While first submitting your manuscript, you were asked two questions regarding data availability. The questions and your responses to them are as follows,

Additional Information

4. Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP.

| Question | Response |
|---|---|
| <p>Data Availability</p> <p>Sharing research data helps other researchers evaluate your findings, build on your work and to increase trust in your article. We encourage all our authors to make as much of their data publicly available as reasonably possible. Please note that your response to the following questions regarding the public data availability and the reasons for potentially not making data available will be available alongside your article upon publication.</p> <p>Has data associated with your study been deposited into a publicly available repository?</p> <p>Please select why. Please note that this statement will be available alongside your article upon publication. as follow-up to "Data Availability</p> <p>Sharing research data helps other researchers evaluate your findings, build on your work and to increase trust in your article. We encourage all our authors to make as much of their data publicly available as reasonably possible. Please note that your response to the following questions regarding the public data availability and the reasons for potentially not making data available will be available alongside your article upon publication.</p> <p>Has data associated with your study been deposited into a publicly available repository?</p> <p>"</p> | <p>No</p> <p>Data will be made available on request</p> |

Please add these responses to the 'Data availability statement' section of your manuscript. If your manuscript doesn't contain a 'Data availability statement' section, please add one right before the 'References' section and then include these responses therein.

Furthermore, please note that Heliyon now uses a Numbered reference style. Please update the references in your manuscript accordingly, if necessary.

To allow the editors and reviewers to easily assess your revised manuscript, we also ask that you upload a version of your manuscript highlighting any revisions made. You may wish to use Microsoft Word's Track Changes tool or, for LaTeX files, the latexdiff Perl script (<https://ctan.org/pkg/latexdiff>). To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon/>, and navigate to the "Submissions Needing Revision" folder.

Please note that our ethics requirements are now updated. Please choose all applicable statements in our ethics declarations list (available here: <https://www.cell.com/heliyon/ethics>) and include them as a complete ethics statement

in the declarations section at the end of your manuscript.

Your revision due date is Feb 14, 2024. We understand that the COVID-19 pandemic may well be causing disruption for you and your colleagues. If that is the case for you and it has an impact on your ability to make revisions to address the concerns that came up in the review process, please reach out to us.

If you need additional time to address the concerns that came up in the review process, please let us know so we can discuss a plan for moving your paper forward.

I look forward to receiving your revised manuscript.

Research Elements (optional)

This journal encourages you to share research objects - including your raw data, methods, protocols, software, hardware and more – which support your original research article in a Research Elements journal. Research Elements are open access, multidisciplinary, peer-reviewed journals which make the objects associated with your research more discoverable, trustworthy and promote replicability and reproducibility. As open access journals, there may be an Article Publishing Charge if your paper is accepted for publication. Find out more about the Research Elements journals at https://www.elsevier.com/authors/tools-and-resources/research-elements-journals?dgcid=ec_em_research_elements_email.

Kind regards,

Elizabeth Anne Wesner, Ph.D.
Associate Scientific Editor
Heliyon

Editor comments:

Reviewer reports follow below with feedback for suggested revisions. One note is that in some places there are local abbreviations or terms that readers in other countries may not be familiar with. In such cases, please make sure you include at least some kind of brief description or introduction for the terms, as this is helpful for international readers to learn more about the local education contexts in Indonesia.

Please also be advised, some comments may have been edited for language.

Reviewer comments:

Please note that manuscripts with inadequate language quality will not be accepted in the journal. If editors and / or reviewers indicate that language revisions are required for your manuscript, we strongly encourage using a professional language editing service. Elsevier's Language Editing services provides professional and prompt editing of scientific language for research submissions (<https://webshop.elsevier.com/language-editing-services/language-editing/>). All manuscripts edited with Elsevier's Language Editing services are accompanied by a certificate that may be submitted to the journal as proof for language editing. Poor language may lead to rejection of your manuscript even at the revision stage.

Reviewer's Responses to Questions

Note: In order to effectively convey your recommendations for improvement to the author(s), and help editors make well-informed and efficient decisions, we ask you to answer the following specific questions about the manuscript and provide additional suggestions where appropriate.

1. Are the objectives and the rationale of the study clearly stated?

Please provide suggestions to the author(s) on how to improve the clarity of the objectives and rationale of the study. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The study aim has been stated clearly in the final paragraph of the introduction. Still, the urgency of why this questionnaire development study needs to be carried out has not been explained well. As far as I know, the Pancasila student profile implemented in Indonesia has six behavioural profiles (for example, creative thinking, critical thinking, global diversity, etc). Developing a questionnaire to see the success of changing student behaviour through learning the Pancasila student profile project would be more interesting if studied. And so far no studies have been found that discuss the behavioral achievements of the Pancasila student profile. However, you developed another questionnaire with a P5 theme approach; what is the significance? There are several correction notes: Page 3 line 34, Please complete the citation source including the year. Avoid using local terms or other terms that are not yet generally understood globally, such as PAUD (page 9 line 3)

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: the objective is clear, but it lack of rationale about the research gaps and importance of this study. more explanation about background and theoretical support are needed

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The objectives and research questions should be presented in a section with a subheading.

2. If applicable, is the application/theory/method/study reported in sufficient detail to allow for its replicability and/or reproducibility?

Please provide suggestions to the author(s) on how to improve the replicability/reproducibility of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. Authors needs to expand the research sample.
2. Authors needs to conduct further research related to questionnaire development.
3. Authors needs to ensure the validity and reliability of the questionnaire model.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

In the introduction section, the author does not explain the knowledge gap in the study. Explain the reasons why this study is necessary and what the problem is. These problems will be used as a reference for determining your study objectives.

Method section: Population and sample size have not been clearly explained (page 10). The author has not yet explained the software used to analyze CFA and EFA.

Result: In the study results, the author explained that some items had factor loadings below 0.70 and were still used in subsequent analyses. Explain why this item is still used. If the author continues to use the item, cite the reference source that justifies the decision (page 12 line 41). If the author uses SEM analysis software such as Smart-PLS, Amos, or Lisrel, it is necessary to display the CFA analysis image.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: the theoretical part is not sufficient enough. It need more work in building the theoretical construct of the questionnaire.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The description of the methods could be expanded:

1. data collection: paper-based or computer-based,
2. time taken to fill in the questionnaire
3. completion of the questionnaire voluntary or not

3. If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described?

Please clearly indicate if the manuscript requires additional peer review by a statistician. Kindly provide suggestions to the author(s) on how to improve the statistical analyses, controls, sampling mechanism, or statistical reporting. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. Authors needs to explain the steps taken for sample selection, data collection, data analysis and instrument validation.
2. Authors needs to present more comprehensive statistical analysis, including relevant statistical results and more in-depth interpretation.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

To strengthen the research method, the author needs to complete the sampling mechanism, including how to measure the sample size. Authors should complete reference sources that are used as a reference for determining model fit criteria, hypothesis decisions, sample size, etc.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: there is some minor error in the analysis. I suggest to re do the EFA and add correlational analysis

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

4. If applicable, are the existing tables and/or figures complete and acceptable for publication?

Please provide specific suggestions for improvements, removals, or additions of figures or tables. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Presenting figures or tables using APA style as a reference. Need to complete the figure from the CFA analysis.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: the table must be revised

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Table 1 should be restructured to show the factor pattern and to be easy to see, which items load highly on which factors.

5. If applicable, are the interpretation of results and study conclusions supported by the data?

Please provide suggestions (if needed) to the author(s) on how to improve, tone down, or expand the study interpretations/conclusions. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. Authors need to use more in-depth and up-to-date references to support arguments and research findings. Use relevant literature, including the results of previous research, which can provide new insights or thoughts that can enrich this research.
2. Describe the discussion sequentially according to the order in which you presented the results, and should be accompanied by an interpretation of the results of the data analysis so that a broader context can be obtained.
3. Authors need to provide a more in-depth discussion regarding the implications of research findings and their contribution to knowledge and practice in related fields.
4. The author can outline conclusions based on the research objectives stated in the Introduction section.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

In the discussion section, the discussion still needs to be deepened further. The discussion should focus on the results of questionnaire development and validation. Additionally, the authors have not discussed the study findings with previous studies or theories. This step is necessary to strengthen the impact and implications of the study results.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: as mentioned before, I suggest to check again the analysis process. Indeed, the discussion must be adjusted.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

In the discussion section, the authors conclude that the developed measure is suitable for determining students' preferences. However, in the results section, they only discuss the statistical analysis of the validity and reliability of the measurement and do not analyse student responses by school or gender, for example.

6. Have the authors clearly emphasized the strengths of their study/theory/methods/argument?

Please provide suggestions to the author(s) on how to better emphasize the strengths of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. Authors can explain the advantages of the statistical analysis methods used in the research.
2. Authors can explain the contribution of using KT P5 in optimizing the implementation of P5.
3. Authors can explain that using KT P5 can encourage students' active participation and contribution in learning.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The author has not explained the strength and urgency of this study. Clarify why this study needs to be carried out by writing down the study knowledge gap.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: in the method section, it require a lot of changes. As the questionnaire is self-developed, a strong theoretical foundation and solid analysis for EFA and CFA is required.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The authors discussed their research only in the Indonesian context.

7. Have the authors clearly stated the limitations of their study/theory/methods/argument?

Please list the limitations that the author(s) need to add or emphasize. Please number each limitation so that author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Authors can explain limitations in the generalization of the findings.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The limitations of the study have not been presented. The limitations of the study presented by the author are not appropriate.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

8. Is the manuscript's structure, flow, or writing acceptable for publication? (Think for example of the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another)

Please provide suggestions to the author(s) on how to improve the manuscript structure and flow. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. Consistency in the use of terms and acronyms is still needed.
2. Use more references sourced from Heliyon.
3. You can add acknowledgment if there are parties who provide financial assistance or other assistance in this research.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The title of the article should be simplified. Avoid local terms not known globally, such as "Pancasila Student Profile Strengthening Project Theme Questionnaire". Delete this sentence from the title or replace it with another commonly known term.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The text of the study should be structured according to the type of empirical article, with subheadings and for each section (Introduction, Theoretical Background, Objectives and Research questions, Methods (with subheadings: sample, measurement instrument, data collection and analysis methods), Results,...

9. Could the manuscript benefit from language editing?

Reviewer #1: No

Reviewer #2: Yes

Reviewer #3: Yes

Reviewer #4: Yes

Reviewer #5: Yes

Additional comments:

Reviewer #1: The manuscript *The Development and Validation of the KT P5 (Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools* presents an interesting study conducted with respondents from Indonesia. Of particular interest is that it is a concept characteristic of individuals from that country and therefore may not be universally applicable. However, the values studied are those that may be universal to some degree.

Reviewer #3: The topic presented is interesting, but the writing has not been done well, making it difficult for readers to understand your study's urgency and broad impact. Instead of developing a P5 theme selection questionnaire, it would be better if the author developed a questionnaire to measure the achievement of the behavioural dimensions of the Pancasila student profile in Indonesia. Apart from that, the population and sample size have not been presented well. Software to support data analysis has not been described. The CFA analysis output in figure form has not been presented. The findings are presented simply in the discussion section and have not been linked to relevant previous studies or theories.

Reviewer #4: Dear Author,

I found the manuscript with the title *the development and validation of the KT P5 (Kuesioner tema proyek penguatan profil pelajar pancasila)* is interesting. This study showed the priori stage of the recent educational program in Indonesia. However, I have some critiques and remarks regarding the manuscripts. Here is the review:

Introduction

1. It is unclear how the author explain the urge of pancasila projects. What it is? How it should be applied? What is the current implication of this pancasila projects in Indonesian educational system? Indeed, the research gap is not well-explained throughout the introduction.
2. I cannot find the explanation about why developing the KT P5 questionnaire is important. The author claims that most of the pioneer schools are still confused about strengthening the Pancasila profile in students. These are very strong claims; how can the author justify them?
3. In the research questions, it is stated that the questionnaire is an effective tools for identifying relevant project themes based on students needs. However, the questionnaire assess students perceptions about their belief and abilities and schools program. It is not clear how this type of questionnaire can be used as an effective tools for identifying project themes.

Methods

materials

The details of the participants are missing. What are the sampling methods? From which grade are the students selected? There is also unclear information about the school criteria.

Ethical approval

The author did not correctly explain the ethical approval. Indeed, the project's paper and agreement were mentioned in the ethical section, not the ethical statement itself. The correct ethical approval must be added.

(for ethical references, see <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3777303/>)

Procedures

1. Since the questionnaire is self-developed, it is important to have a strong theoretical foundation regarding each item and construct. Content validation of the items, as well as a robust translation process (from English to Bahasa and vice versa), is also important.
2. The author mentioned the preliminary review of the questionnaire; thus, the results must be presented.
3. I recommend mentioning the analysis package the author used for the data analysis.

Results

1. I am not sure how the author conducted EFA; it seems that the goodness of fit indices are over the threshold (i.e., nourishing the spirit and soul, engineering, and technology have TLI 1.001). There must be a minor error in the analysis process. It appears that the items are forced into the factors. In EFA, the items should be distributed based on their loadings and dimensions. Thus, the raw analysis result should be uploaded as supplementary materials.
2. I recommend presenting the CFA figure
3. I recommend conducting a correlation analysis

Discussions

The discussion is not convincing. I suggest it be adjusted after the new data analysis is completed.

General comments:

The theoretical part lacks references. It is suggested to develop and formulate a strong theoretical foundation for the questionnaire framework. Additionally, the writing is not sufficient. I recommend that the author engage professionals or native speakers for proofreading. Further comments can be seen in the attached file.

Reviewer #5: This study is related to curriculum research in Indonesia and the translation of curricular goals and tasks into school practice. It presents the development and validation of a student questionnaire to support the school implementation of the Pancasila Student Profile Strengthening Project. The topic is certainly relevant in the Indonesian context. However, to attract the interest of the international research community, it must be linked to current research trends. I propose the following improvements to the manuscript:

The Introduction is too long. It explains the context and the problem and then provides a detailed description of the Pancasila Student Profile Strengthening Project and the project themes that pioneer schools can carry out. At the same time, there is a lack of embedding of the topic in the literature. How can this research be linked to previous national or international research topics and findings? Elaborating on this would also be important for broadening the scope of research questions. What other research problems relevant outside the Indonesian context could be addressed by this research?

1. The introduction should be shorter.
2. A new section entitled "Theoretical background" should be added.
3. Validation of the questionnaire is an important research question, but it is not sufficient in itself. The number of research questions should be increased, for example, a research question could address student responses.
4. The paper shows that the theoretical structure of the questionnaire was confirmed by the empirical data. However, there is no information on what topics are most preferred by students and whether the results indicate the 3-4 project topics that schools are recommended to select.
5. The sample description is correct. However, the description of the instrument lacks a description of what the items measure. Looking through the questionnaire, several aspects appear e.g. interest, attitude, opinion, behaviour, and current school practice.
6. Has factor rotation been applied to the EFA? Table 1 should be restructured to show the factor pattern and to be easy to see, which items load highly on which factors.
7. The discussion focuses on the details and possible impacts of the implementation of the P5 projects, rather than on the results.
8. Other new topics are also raised: "The questionnaire also needs to be tested for its relationship with self-actualization" (p. 20, line 59), but it is not clear what self-actualization means in this context.
9. "Self-actualization" is also among the keywords, although it is only mentioned once at the end of the paper. The term "self-actualization" should be deleted from the keywords.
10. In the discussion section, the results should be linked to other research findings and, if possible, conclusions should be provided that go beyond the Indonesian context.

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Program Studi Bimbingan dan Konseling

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177K

Penyerahan Revisi Manuskrip ke-1



Ali Rachman <ali.bk@ulm.ac.id>

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The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Dear Assist. Prof. Situmorang,

We have received the above referenced revision of your manuscript at Heliyon. To track the status of your manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon/>, and navigate to the "Revisions Being Processed" folder.

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Sinta ID: 6114524

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Google Scholar ID: QEkGkbYAAAAJ

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The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools --Manuscript Draft--

| | |
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| Manuscript Number: | HELIYON-D-23-29595R1 |
| Article Type: | Original Research Article |
| Section/Category: | Social Sciences |
| Keywords: | Pancasila Student Profile; Pioneer Schools; Curriculum; questionnaire; validation; self-actualization; Educational Themes; KT P5; Independent Curriculum; Indonesia |
| Manuscript Classifications: | 140.180: Psychology; 140.180.100.100: Behavioral Psychology; 140.180.110.100: Mental Health; 140.180.130: Cognitive Psychology; 140.180.140: Personality; 140.180.140.100: Individual Differences; 140.180.140.140: Psychometrics; 140.180.110.130: Positive Psychology; 140.180.190: Motivation |
| Corresponding Author: | Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP. Atma Jaya Catholic University of Indonesia Kota Jakarta Timur, DI Jakarta INDONESIA |
| First Author: | Ali Rachman |
| Order of Authors: | Ali Rachman Hendro Yulius Suryo Putro M. Arli Rusandi Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP. |
| Abstract: | <p>The Pancasila Student Profile Strengthening Project (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (ED). This study developed and validated a P5 Theme Questionnaire (KT P5) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of >0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurturing Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project.</p> |
| Opposed Reviewers: | |
| Additional Information: | |
| Question | Response |
| Publication ethics | I confirm |
| Please confirm that you have reviewed our guidelines for Ethics in Publishing as well as Heliyon's Ethics and Editorial Policies | |

Declaration of Interest Statement

Dominikus David Biondi Situmorang has the position to declare himself as one of Associate Editors in this journal. However, this article has been handled by another unidentified Associate Editor and reviewed by the Reviewers in an objective and double blind manner, according to applicable regulations from Elsevier, Heliyon, and Cell Press.

Dear Elizabeth Anne Wesner, Ph.D.
Associate Scientific Editor
Heliyon

Thank you for allowing submitting a revised draft of our manuscript titled "**The Development and Validation of the KT P5 (Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools**" to Heliyon. We appreciate the time and effort that you and the reviewers have decided to provide your valuable feedback on our manuscript. We are grateful to the reviewers for their insightful comments on our paper. We have been able to incorporate changes to reflect most of the suggestions provided by the reviewers. We have highlighted (yellow) the changes within the manuscript. Here is a point-by-point response to the reviewers' comments and concerns.

Editor comments:

Reviewer reports follow below with feedback for suggested revisions. One note is that in some places there are local abbreviations or terms that readers in other countries may not be familiar with. In such cases, please make sure you include at least some kind of brief description or introduction for the terms, as this is helpful for international readers to learn more about the local education contexts in Indonesia.

Please also be advised, some comments may have been edited for language.

Authors Response:

Thank you for the suggestions provided. Some terms that might need explanation include "Pendidikan Anak Usia Dini (PAUD)," internationally recognized as Early Childhood Education. We have translated other specific terms into English within the manuscript to ensure clarity and accessibility for an international audience.

Reviewer comments:

1. Are the objectives and the rationale of the study clearly stated?

Please provide suggestions to the author(s) on how to improve the clarity of the objectives and rationale of the study. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for

improvement

Provide further comments here:

The study aim has been stated clearly in the final paragraph of the introduction. Still, the urgency of why this questionnaire development study needs to be carried out has not been explained well. As far as I know, the Pancasila student profile implemented in Indonesia has six behavioural profiles (for example, creative thinking, critical thinking, global diversity, etc). Developing a questionnaire to see the success of changing student behaviour through learning the Pancasila student profile project would be more interesting if studied. And so far no studies have been found that discuss the behavioral achievements of the Pancasila student profile. However, you developed another questionnaire with a P5 theme approach; what is the significance? There are several correction notes: Page 3 line 34, Please complete the citation source including the year. Avoid using local terms or other terms that are not yet generally understood globally, such as PAUD (page 9 line 3)

Authors Response:

Thank you for your insightful feedback. The term "PAUD" refers to "Pendidikan Anak Usia Dini," internationally known as Early Childhood Education. The abbreviation "P5" stands for "Project Penguatan Profil Pelajar Pancasila "or" The Pancasila Student Profile Strengthening Project" in English. We developed this instrument to assist schools in conducting preliminary needs assessments to determine which projects are necessary for students. This tool will help schools develop projects that strengthen the Pancasila student profile, ensuring that the implementation is based on the actual needs assessment the school conducts for its students. The significance of our research lies in its potential to tailor educational projects to the specific needs of students, as discussed on pages 3 to 4 of the manuscript. Furthermore, we have noted the requirement to complete the citation on page 3, line 34, and we will avoid using local terms without global context, as highlighted with the term "PAUD" on page 9, line 3.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: *the objective is clear, but it lack of rationale about the research gaps and importance of this study. more explanation about background and theoretical support are needed*

Authors Response:

Thank you for your feedback. We have addressed the research gap in the background section, where we clarify that no tool exists in Indonesia to measure the identification of P5 themes based on student needs. This lack of a measurement tool underscores the necessity of our study, as it aims to enable pioneer schools to understand the student needs regarding the selected and implemented P5 themes. This understanding represents the research gap that our study intends to fill. We anticipate that the results of this study will facilitate discussions among school stakeholders to determine the P5 themes. The P5 theme questionnaire was developed based on the guidelines of the Pancasila student profile strengthening project

issued by the Indonesian Ministry of Education, Culture, Research, and Technology [references 1–5,7,8,15], as detailed on pages 3-6 of the manuscript.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The objectives and research questions should be presented in a section with a subheading.

Authors Response:

Thank you for your recommendation. As suggested, we have revised the manuscript to include the objectives and research questions under a distinct subheading.

2. If applicable, is the application/theory/method/study reported in sufficient detail to allow for its replicability and/or reproducibility?

Please provide suggestions to the author(s) on how to improve the replicability/reproducibility of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. *Authors needs to expand the research sample.*
2. *Authors needs to conduct further research related to questionnaire development.*
3. *Authors needs to ensure the validity and reliability of the questionnaire model.*

Authors Response:

1. Thank you for your suggestion. We acknowledge the need to expand the research sample and will include this in our study's limitations and future research directions.
2. We appreciate your recommendation and will incorporate it into our subsequent revisions, focusing on questionnaire development.
3. Thank you for your input. We have already conducted calculations to ensure the validity and reliability of the questionnaire model using JASP software, which is also mentioned in the manuscript.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

In the introduction section, the author does not explain the knowledge gap in the study. Explain the reasons why this study is necessary and what the problem is. These problems will be used as a reference for determining your study objectives.

Method section: Population and sample size have not been clearly explained (page 10). The author has not yet explained the software used to analyze CFA and EFA.

Result: In the study results, the author explained that some items had factor loadings below 0.70 and were still used in subsequent analyses. Explain why this item is still used. If the author continues to use the item, cite the reference source that justifies the decision (page 12 line 41). If the author uses SEM analysis software such as Smart-PLS, Amos, or Lisrel, it is necessary to display the CFA analysis image.

Authors Response:

Introduction: We acknowledge the need to delineate the knowledge gap in our study explicitly. The necessity of this research stems from the identified lack of tools for measuring specific educational constructs in our context. The revised introduction will elucidate the problem and its significance, which will serve as the foundation for our study objectives.

Method Section: We will clarify the population and sample size details in the revised manuscript on page 10. Regarding the analysis methods, we used JASP software version 0.17.2.1 for conducting both Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA). This clarification will be added to the methods section.

Results: In the results section, we will correct the oversight and clarify that we excluded the item with a factor loading below 0.70, reducing the total items to 34 from 35. This decision was based on standard factor analysis criteria, and we will provide the relevant references to justify this choice. Additionally, we have included the CFA analysis images in the manuscript to supplement the text, ensuring a comprehensive presentation of the findings.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: the theoretical part is not sufficient enough. It need more work in building the theoretical construct of the questionnaire.

Authors Response:

Thank you for your feedback. We acknowledge the need for a more robust theoretical foundation for our questionnaire. To address this, we have strengthened the theoretical construct within the literature review section of the introduction, ensuring a more comprehensive theoretical framework underpins our research instrument.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The description of the methods could be expanded:

- 1. data collection: paper-based or computer-based,*
- 2. time taken to fill in the questionnaire*
- 3. completion of the questionnaire voluntary or not*

Authors Response:

1. For data collection, we employed a paper-based approach, distributing questionnaires directly to students in the classroom.
2. Students were allocated a maximum of 60 minutes to complete the questionnaire.
3. Participation in the survey was voluntary for students in the pilot schools, adhering to the ethical research standards set by the Indonesian Ministry of Education, Culture, Research, and Technology.

3. If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described?

Please clearly indicate if the manuscript requires additional peer review by a statistician.

Kindly provide suggestions to the author(s) on how to improve the statistical analyses, controls, sampling mechanism, or statistical reporting. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

- 1. Authors needs to explain the steps taken for sample selection, data collection, data analysis and instrument validation.*
- 2. Authors needs to present more comprehensive statistical analysis, including relevant statistical results and more in-depth interpretation.*

Authors Response:

1. We selected our sample based on the category of pioneer schools, specifically targeting students in the seventh grade of junior high schools, following the Ministry of Education and Culture regulation that mandates the implementation of P5 activities in grade 7. Therefore, all students in the seventh grade were included in our research sample.
2. Thank you for your suggestion. We will enhance the depth of our statistical analysis in the results section, detailed on page 14, and further elaborate in the discussion section, visible on page 19 of our manuscript.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

To strengthen the research method, the author needs to complete the sampling mechanism, including how to measure the sample size. Authors should complete reference sources that are used as a reference for determining model fit criteria, hypothesis decisions, sample size, etc.

Authors Response:

Thank you for your feedback. We have detailed the sampling mechanism, including the methodology for determining the sample size, in our manuscript's methods section on page 11. Additionally, we have provided complete references that underpin our decisions regarding model fit criteria, hypothesis testing, and sample size determination.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: *there is some minor error in the analysis. I suggest to re do the EFA and add correlational analysis*

Authors Response:

Thank you for your suggestion. We have revised and recalculated the Exploratory Factor Analysis (EFA) and added correlational analysis to our study. The updated results can be found on page 14 of the manuscript.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

4. If applicable, are the existing tables and/or figures complete and acceptable for publication?

Please provide specific suggestions for improvements, removals, or additions of figures or tables. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Presenting figures or tables using APA style as a reference. Need to complete the figure from the CFA analysis.

Authors Response:

Thank you for your recommendation. We have revised our manuscript to ensure all figures and tables adhere to APA style guidelines. Additionally, we have completed and included the figure from the Confirmatory Factor Analysis (CFA) in our document to provide a comprehensive view of our analysis.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: *the table must be revised*

Authors Response:

Thank you for your feedback. We have revised the tables as suggested to ensure they meet the required standards.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Table 1 should be restructured to show the factor pattern and to be easy to see, which items load highly on which factors.

Authors Response:

Thank you for your suggestion. We have restructured Table 1 to display the factor pattern, making identifying which items load significantly on each factor easier. This revision can be found on page 15 of the manuscript.

5. If applicable, are the interpretation of results and study conclusions supported by the data?

Please provide suggestions (if needed) to the author(s) on how to improve, tone down, or

expand the study interpretations/conclusions. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. Authors need to use more in-depth and up-to-date references to support arguments and research findings. Use relevant literature, including the results of previous research, which can provide new insights or thoughts that can enrich this research.

2. Describe the discussion sequentially according to the order in which you presented the results, and should be accompanied by an interpretation of the results of the data analysis so that a broader context can be obtained.

3. Authors need to provide a more in-depth discussion regarding the implications of research findings and their contribution to knowledge and practice in related fields.

4. The author can outline conclusions based on the research objectives stated in the Introduction section.

Authors Response:

1. We have enhanced our manuscript by incorporating more comprehensive and up-to-date references to support our arguments and research findings, ensuring that we include relevant literature and previous research outcomes that offer new insights and enrich our study.

2. We have restructured the discussion to align sequentially with the presentation of our results, including detailed interpretations to provide a broader context.

3. We have expanded the discussion to offer a deeper analysis of the research findings' implications, highlighting their contribution to knowledge and practice in the relevant fields.

4. We have elaborated on the conclusions to align them more closely with the research objectives outlined in the introduction section of our study.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

In the discussion section, the discussion still needs to be deepened further. The discussion should focus on the results of questionnaire development and validation. Additionally, the authors have not discussed the study findings with previous studies or theories. This step is necessary to strengthen the impact and implications of the study results.

Authors Response:

Thank you for your feedback. We have further deepened the discussion in our manuscript, explicitly focusing on the questionnaire development and validation results across pages 19 to 22. Additionally, we have enhanced the discussion by comparing our study findings with previous studies and theories to strengthen the impact and implications of our research results.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: as mentioned before, I suggest to check again the analysis process. Indeed, the discussion must be adjusted.

Authors Response:

Thank you for your recommendation. We have revisited the analysis process and made necessary adjustments in the discussion section to align it more closely with the analytical results.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

In the discussion section, the authors conclude that the developed measure is suitable for determining students' preferences. However, in the results section, they only discuss the statistical analysis of the validity and reliability of the measurement and do not analyze student responses by school or gender, for example.

Authors Response:

Thank you for your feedback. We have expanded our discussion to include an analysis based on gender, enabling a clearer understanding of how the Pancasila Student Profile (P5) test results vary between genders and which themes strongly resonate as choices among students.

6. Have the authors clearly emphasized the strengths of their study/theory/methods/argument?

Please provide suggestions to the author(s) on how to better emphasize the strengths of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for

improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

- 1. Authors can explain the advantages of the statistical analysis methods used in the research.*
- 2. Authors can explain the contribution of using KT P5 in optimizing the implementation of P5.*
- 3. Authors can explain that using KT P5 can encourage students' active participation and contribution in learning.*

Authors Response:

1. Thank you for your suggestion. The methods section details the advantages of the statistical analysis methods used in our research.
2. Thank you for your input. The contribution of using the Pancasila Student Profile (P5) Test (KT P5) in optimizing the implementation is to identify aspects related to the selection of themes for the Pancasila Student Profile Strengthening Project. This enables schools to ascertain the themes students require for the P5 activities they undertake.
3. Thank you for your recommendation. Indeed, the KT P5 serves as a tool to identify the necessary themes, thereby facilitating the alignment of school learning activities with student needs and encouraging active participation and student contribution in the learning process.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The author has not explained the strength and urgency of this study. Clarify why this study needs to be carried out by writing down the study knowledge gap.

Authors Response:

Thank you for your feedback. This study is necessary due to the lack of a systematic approach for determining the Pancasila Student Profile (P5) themes in schools. The prevalent issue is that P5 themes are often selected based on the school's preference rather than the student's needs, leading to a mismatch. This gap, the lack of alignment between the P5 themes that students need and what schools implement, underscores the urgency and

significance of our research. We have articulated this point in the background section on page 4 of our manuscript.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here: *in the method section, it require a lot of changes. As the questionnaire is self-developed, a strong theoretical foundation and solid analysis for EFA and CFA is required.*

Authors Response:

Thank you for your suggestion. We have addressed this in our manuscript's literature review and method sections. For the self-developed questionnaire, we have established a solid theoretical foundation and conducted comprehensive analyses using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to ensure the validity and reliability of the instrument.

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The authors discussed their research only in the Indonesian context.

Authors Response:

Thank you for your observation. Indeed, this research is limited to the Indonesian context as the program under study is implemented explicitly in Indonesia.

7. Have the authors clearly stated the limitations of their study/theory/methods/argument?

Please list the limitations that the author(s) need to add or emphasize. Please number each limitation so that author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Authors can explain limitations in the generalization of the findings.

Authors Response:

Thank you for your recommendation. We have addressed the limitations regarding the generalizability of our findings in the manuscript. Expressly, we have noted that the research is confined to the Indonesian context and limited to schools categorized as pioneer schools. This limitation is detailed on page 23.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The limitations of the study have not been presented. The limitations of the study presented by the author are not appropriate.

Authors Response:

Thank you for your feedback. We have clarified the limitations of our research, noting that it is confined to the Indonesian context and specifically to schools categorized as pioneer schools. Additionally, our sample is limited to students within these schools. We also acknowledge the lack of existing theories or research on the Pancasila Student Profile (P5) in Indonesia, which further delineates the scope of our study.

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

8. Is the manuscript's structure, flow, or writing acceptable for publication? (Think for example of the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another)

Please provide suggestions to the author(s) on how to improve the manuscript structure and flow. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

1. *Consistency in the use of terms and acronyms is still needed.*
2. *Use more references sourced from Heliyon.*
3. *You can add acknowledgment if there are parties who provide financial assistance or other assistance in this research.*

Authors Response:

1. Thank you for your suggestion. We have made the necessary revisions to ensure consistency in using terms and acronyms throughout the manuscript.
2. We have incorporated additional references from Heliyon to enrich our research base.
3. We have included an acknowledgement section to express our gratitude to the parties who provided financial or other support for this research.

Reviewer #3: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The title of the article should be simplified. Avoid local terms not known globally, such as "Pancasila Student Profile Strengthening Project Theme Questionnaire". Delete this sentence from the title or replace it with another commonly known term.

Authors Response:

Thank you for your suggestion. We have revised the article's title to simplify it and eliminate local terms that are not widely recognized globally. The title is "The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools".

Reviewer #4: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

Reviewer #5: Mark as appropriate with an X:

Not Applicable No and here is how they should be improved Yes, there is no need for improvement

Provide further comments here:

The text of the study should be structured according to the type of empirical article, with subheadings and for each section (Introduction, Theoretical Background, Objectives and Research questions, Methods (with subheadings: sample, measurement instrument, data collection and analysis methods), Results,...

Authors Response:

Thank you for your suggestion. We have restructured the manuscript to align with the format of an empirical article, including appropriate subheadings for each section, such as Introduction, Theoretical Background, Objectives and Research Questions, Methods (further divided into sample, measurement instrument, data collection, and analysis methods), Results, and Discussion.

9. Could the manuscript benefit from language editing?

Reviewer #1: No

Reviewer #2: Yes

Reviewer #3: Yes

Reviewer #4: Yes

Reviewer #5: Yes

Additional comments:

Reviewer #1: The manuscript The Development and Validation of the KT P5 (Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools presents an interesting study conducted with respondents from Indonesia. Of particular interest is that it is a concept characteristic of individuals from that country and therefore may not be universally applicable. However, the values studied are those that may be universal to some degree.

Authors Response:

Thank you for your encouragement and the insights provided. We appreciate the recognition of the unique context of our study and its potential relevance to universal values despite its primary focus on the Indonesian setting.

Reviewer #3: The topic presented is interesting, but the writing has not been done well, making it difficult for readers to understand your study's urgency and broad impact. Instead of developing a P5 theme selection questionnaire, it would be better if the author developed a questionnaire to measure the achievement of the behavioural dimensions of the Pancasila student profile in Indonesia. Apart from that, the population and sample size have not been presented well. Software to support data analysis has not been described. The CFA analysis output in figure form has not been presented. The findings are presented simply in the discussion section and have not been linked to relevant previous studies or theories.

Authors Response:

Thank you for your feedback. We have addressed these concerns in our revised manuscript. We have clarified the study's urgency and broader impact. Although our current focus is on developing a P5 theme selection questionnaire, we acknowledge the suggestion to consider measuring the behavioural dimensions of the Pancasila student profile in future research. We have also provided detailed information on the population and sample size, described the software used for data analysis, and included the CFA analysis output in figure form. In the

discussion section, we have enriched the presentation of our findings by linking them to relevant previous studies and theories.

Reviewer #4: Dear Author,

I found the manuscript with the title the development and validation of the KT P5 (Kuesioner tema proyek penguatan profil pelajar pancasila)' is interesting. This study showed the priori stage of the recent educational program in Indonesia. However, I some critiques and remarks regarding the manuscripts. Here is the review:

Introduction

1. It is unclear how the author explain the urge of pancasila projects. What it is? How it should be applied? What is the current implication of this pancasila projects in Indonesian educational system? Indeed, the research gap is not well-explained throughout the introduction.
2. I cannot find the explanation about why developing the KT P5 questionnaire is important. The author claims that most of the pioneer schools are still confused about strengthening the Pancasila profile in students. These are very strong claims; how can the author justify them?
3. In the research questions, it is stated that the questionnaire is an effective tools for identifying relevant project themes based on students needs. However, the questionnaire assess students perceptions about their belief and abilities and schools program. It is not clear how this type of questionnaire can be used as an effective tools for identifying project themes.

Authors Response:

Thank you for your valuable feedback. We recognize the need for clarity in explaining the urgency and application of Pancasila projects within the Indonesian educational system. To address your points:

1. We will clarify the significance of the Pancasila projects, detailing their role, application, and current implications in the Indonesian education sector. We will also better articulate the research gap in the introduction.
2. The importance of developing the KT P5 questionnaire arises from the observed confusion among pioneer schools regarding how to strengthen the Pancasila profile in students. This claim is based on discussions held during Project Management Office (PMO) sessions with schools, revealing the schools' challenges in determining appropriate themes for the Pancasila projects.
3. We will clarify how the questionnaire, which assesses students' perceptions of their beliefs, abilities, and school programs, effectively identifies relevant project themes that align with students' needs.

Methods

materials

The details of the participants are missing. What are the sampling methods? From which grade are the students selected? There is also unclear information about the school criteria.

Authors Response:

Thank you for your feedback. We have revised the methods section to provide detailed information on the sampling process. We selected all students from the seventh grade for our sample, focusing on those attending pioneer schools, which are the criteria for school selection in our study. This clarification has been added to the methods section to ensure transparency and comprehension of our research design.

Ethical approval

The author did not correctly explain the ethical approval. Indeed, the project's paper and agreement were mentioned in the ethical section, not the ethical statement itself. The correct ethical approval must be added.

(for ethical references, see <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3777303/>)

Authors Response:

Thank you for your feedback. We have revised our manuscript to include a correct and detailed ethical approval statement. This statement now clearly outlines the ethical considerations and approvals obtained for conducting our research, which align with the guidelines provided in the reference you mentioned.

Procedures

1. Since the questionnaire is self-developed, it is important to have a strong theoretical foundation regarding each item and construct. Content validation of the items, as well as a robust translation process (from English to Bahasa and vice versa), is also important.

Authors Response:

Thank you for your suggestion. We acknowledge the importance of a strong theoretical foundation for each item and construct it in our self-developed questionnaire. We have ensured content validation of the items and implemented a robust translation process between English and Bahasa Indonesia to maintain the accuracy and integrity of the questionnaire's content.

2. The author mentioned the preliminary review of the questionnaire; thus, the results must be presented.

Authors Response:

Thank you for your suggestion. We have included the results of the preliminary questionnaire review in phase 3 of the procedures section in the Methods part of our manuscript, providing a detailed account of our findings and the steps taken during this phase.

3. I recommend mentioning the analysis package the author used for the data analysis.
Saya sarankan untuk menyebutkan paket analisis yang penulis gunakan untuk analisis data

Authors Response:

Thank you for your recommendation. We have utilized JASP version 0.17.2.1 for our data analysis, and this information has been explicitly mentioned in the manuscript to clarify the analytical tools employed in our research.

Results

1. I am not sure how the author conducted EFA; it seems that the goodness of fit indices are over the threshold (i.e., nourishing the spirit and soul, engineering, and technology have TLI 1.001). There must be a minor error in the analysis process. It appears that the items are forced into the factors. In EFA, the items should be distributed based on their loadings and dimensions. Thus, the raw analysis result should be uploaded as supplementary materials.

Authors Response:

Thank you for your observation. We have re-evaluated our Exploratory Factor Analysis (EFA) process and recalculated the goodness of fit indices. We acknowledge the need for careful distribution of items based on their loadings and dimensions in EFA. To address your concern, we have updated Table 1 with the revised analysis and will upload the raw analysis results as supplementary materials for transparent review and verification.

2. I recommend presenting the CFA figure

Authors Response:

Thank you for your recommendation. We have included the Confirmatory Factor Analysis (CFA) figure in the manuscript to represent the analysis visually.

3. I recommend conducting a correlation analysis

Authors Response:

Thank you for your suggestion. We will conduct a correlation analysis to strengthen the research findings further and provide a comprehensive understanding of the relationships

between variables in our study.

Discussions

The discussion is not convincing. I suggest it be adjusted after the new data analysis is completed.

Authors Response:

Thank you for your feedback. We will revise the discussion section to make it more compelling and reflective of the insights gained from the updated data analysis.

General comments:

The theoretical part lacks references. It is suggested to develop and formulate a strong theoretical foundation for the questionnaire framework. Additionally, the writing is not sufficient. I recommend that the author engage professionals or native speakers for proofreading. Further comments can be seen in the attached file.

Authors Response:

Thank you for your feedback. We have sought to enhance the theoretical foundation of our questionnaire framework by incorporating additional references. We have also engaged native speakers for proofreading and utilized software such as Grammarly to improve the quality of our sentence structure and overall manuscript.

Reviewer #5: This study is related to curriculum research in Indonesia and the translation of curricular goals and tasks into school practice. It presents the development and validation of a student questionnaire to support the school implementation of the Pancasila Student Profile Strengthening Project. The topic is certainly relevant in the Indonesian context. However, to attract the interest of the international research community, it must be linked to current research trends. I propose the following improvements to the manuscript:

The introduction is too long. It explains the context and the problem and then provides a detailed description of the Pancasila Student Profile Strengthening Project and the project themes that pioneer schools can carry out. At the same time, there is a lack of embedding of the topic in the literature. How can this research be linked to previous national or international research topics and findings? Elaborating on this would also be important for broadening the scope of research questions. What other research problems relevant outside the Indonesian context could be addressed by this research?

Authors Response:

Thank you for your valuable suggestions. We have shortened the introduction to focus more succinctly on the problem statement and research gap. Regarding the link to broader research contexts, we have expanded the discussion to highlight how this study can contribute to the international research community. We suggest that the findings from our study on the Pancasila Student Profile Strengthening Project can inform global efforts to evaluate the

effectiveness of character education programs. This research could facilitate a global knowledge exchange on character education best practices, allowing the international community to learn from each other and improve character education quality worldwide. Thus, while our study primarily addresses the Indonesian context, its implications and insights can serve as a valuable resource for the global community interested in advancing character education within their educational systems.

1. The introduction should be shorter.

Authors Response:

Thank you for your suggestion. We have shortened the introduction to be more concise and directly relevant to the study's focus.

2. A new section entitled "Theoretical background" should be added.

Authors Response:

Thank you for your recommendation. We have added a new section entitled "Theoretical Background" to provide a comprehensive foundation for our study and align with your suggestion.

3. Validation of the questionnaire is an important research question, but it is not sufficient in itself. The number of research questions should be increased, for example, a research question could address student responses.

Authors Response:

Thank you for your feedback. We have expanded the research questions section to include queries addressing student responses, thus enriching our investigation's scope beyond just the questionnaire's validation.

4. The paper shows that the theoretical structure of the questionnaire was confirmed by the empirical data. However, there is no information on what topics are most preferred by students and whether the results indicate the 3-4 project topics that schools are recommended to select.

Authors Response:

Thank you for your suggestion. We have included data on student preferences in the results section to show which topics students most favor. This addition will help to illustrate whether the empirical data support the selection of 3-4 project topics that schools are recommended to choose.

5. The sample description is correct. However, the description of the instrument lacks a

description of what the items measure. Looking through the questionnaire, several aspects appear e.g. interest, attitude, opinion, behaviour, and current school practice.

Authors Response:

Thank you for your feedback. As outlined in the literature review, the questionnaire explores several aspects, including students' interests, attitudes, opinions, behaviors, and current practices within schools. Specifically, it aims to uncover students' preferences in choosing themes within the Pancasila Student Profile Strengthening Project. This insight serves as a needs assessment for schools, guiding them to tailor the project's activities to align with the students' interests.

6. Has factor rotation been applied to the EFA? Table 1 should be restructured to show the factor pattern and to be easy to see, which items load highly on which factors.

Authors Response:

Thank you for your feedback. Yes, factor rotation has been applied to the Exploratory Factor Analysis (EFA). We have restructured Table 1 to clearly show the factor pattern, making it easier to identify which items load highly on which factors.

7. The discussion focuses on the details and possible impacts of the implementation of the P5 projects, rather than on the results.

Authors Response:

Thank you for your observation. We have revised the discussion to focus more on the study results, detailing the implications and potential impacts of implementing the P5 projects accordingly.

8. Other new topics are also raised: "The questionnaire also needs to be tested for its relationship with self-actualization" (p. 20, line 59), but it is not clear what self-actualization means in this context.

Authors Response:

Thank you for your feedback. We have removed the mention of self-actualization from the manuscript, as it was not clearly defined or directly relevant to the context of our study.

9. "Self-actualization" is also among the keywords, although it is only mentioned once at the end of the paper. The term "self-actualization" should be deleted from the keywords.

Authors Response:

Thank you for your suggestion. We have removed the term "self-actualization" from the keywords to ensure they accurately reflect the core focus of our paper.

10. In the discussion section, the results should be linked to other research findings and, if possible, conclusions should be provided that go beyond the Indonesian context.

Authors Response:

Thank you for your advice. We have endeavored to link the results to other research findings and have provided conclusions that extend beyond the Indonesian context in the discussion section on page 19.

Thanks for this suggestion. We agree with the suggestions from the reviewers. Based on the constructive suggestions from the reviewers, we have made major and significant improvements. All sections have been improved, from the abstract to the conclusion. These additions and changes are highlighted in yellow.

Thank you so much once again. We are looking forward to hearing from you soon about an update. Have a nice day!

Cordially,
Ali Rachman
Hendro Yulius Suryo Putro
M. Arli Rusandi
Dominikus David Biondi Situmorang

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7 **The Development and Validation of the KT P5: A New Tool for Strengthening the**
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9 **Pancasila Student Profile in Indonesian Pioneer Schools**

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14 Ali Rachman¹, Hendro Yulius Suryo Putro², M. Arli Rusandi³, and Dominikus David Biondi
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5 **Abstract**

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7 The Pancasila Student Profile Strengthening Project (P5), initiated by the Indonesian
8 government, aims to cultivate an independent curriculum in pioneer schools, presenting a
9 challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit
10 and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy
11 (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and
12 Entrepreneurship (ED). This study developed and validated a P5 Theme Questionnaire (KT P5)
13 to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high
14 schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a
15 seven-factor theme model with 34 items, each demonstrating an average factor loading of >0.7 .
16 Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI
17 = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825).
18 Gender-based preferences emerged, with male students favoring Unity in Diversity, Local
19 Wisdom, and Nurturing Their Spirit and Body, while female students preferred Local Wisdom,
20 Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results
21 for each P5 theme, assess the CFA model fitness, and identify student preferences for themes.
22 Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5
23 themes in pioneer schools, facilitating effective implementation of the P5 project.

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29 *Keywords: Pancasila Student Profile, Pioneer Schools, Curriculum, Questionnaire, Validation,*
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Educational Themes, KT P5, Independent Curriculum, Indonesia

4 **The Development and Validation of the KT P5: A New Tool for Strengthening the**
5 **Pancasila Student Profile in Indonesian Pioneer Schools**

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9 **Introduction**

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12 The Pancasila Student Profile Strengthening Project, commonly called P5, is integral to
13
14 implementing Indonesia's Independent Curriculum development[1]. The Pancasila Student
15
16 Profile Strengthening Project aims to realize Pancasila students who can behave according to
17
18 Pancasila values, namely believing and devoting to God Almighty, global diversity, cooperation,
19
20 independence, and critical and creative thinking. The concept of the Pancasila Student Profile is
21
22 a set of character traits and competencies expected to be achieved by students based on the noble
23
24 values of Pancasila [2–4].
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29 This carries the philosophical meaning that Indonesian students are competent lifelong
30
31 learners, have character, and behave according to Pancasila values [5]. The values of Pancasila
32
33 are based on the 1945 Constitution [6]. The Pancasila student profile is a translation of the
34
35 national education goals. It serves as the primary reference directing educational policies,
36
37 including serving as a reference for educators in building the character and competencies of
38
39 students [7]. All stakeholders must understand the Pancasila student profile due to its essential
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41 role.
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46 The Pancasila Student Profile Strengthening Project uses a project-based learning
47
48 approach [3]. The flow and process that each student goes through in solving problems on the
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50 project are paramount, allowing students to experience knowledge as a process of character
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52 strengthening and the chance to learn from the surrounding environment. In running the P5
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54 project, the Ministry of Education, Culture, Research, and Technology of the Republic of
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56 Indonesia provides several project theme options that can be carried out by academic units that
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3
4 fall into the category of pioneer schools. Pioneer schools can choose to be undertaken at each
5 phase according to regulations. Junior High Schools implement 3-4 themes in one academic year
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9 [7]. However, schools often encounter challenges in theme implementation, primarily due to
10 confusion in aligning these themes with student needs [8]. The Pancasila Student Profile
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13
14 Strengthening Project themes are executed by educational institutions annually, tailored to the
15
16
17 relevant issues within the students' community. At the Junior High School level, phase D
18
19 requires selecting and determining three yearly themes [9].
20

21
22 The Operational Management Working Group discussions, initiated monthly since early
23
24 2022 with academic units identified as pioneer schools, have highlighted the need for an instrument
25
26 to identify Pancasila Student Profile (P5) themes based on student needs. Despite existing
27
28 guidelines for developing projects to enhance the Pancasila student profile, there is a noted absence
29
30 of a measure to determine students' genuine preferences among the available themes. Under
31
32 educator supervision, these guidelines suggest that students discuss and select issues for in-depth
33
34 examination in subsequent phases. However, in Indonesia, no instrument has been established to
35
36 gauge the identification of P5 themes reflecting student needs. Such a tool is crucial for pioneer
37
38 schools to comprehend the students' requirements concerning the chosen and implemented P5
39
40 themes, with the findings aiding discussions among school stakeholders about P5 theme
41
42 determination. The P5 theme questionnaire has been crafted following the guidelines for the
43
44 Pancasila student profile strengthening project provided by the Indonesian Ministry of Education,
45
46 Culture, Research, and Technology [1-5,7,10,11].
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53 From the background mentioned, this study aims to ascertain:

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56 1. What are the Exploratory Factor Analysis (EFA) results for each proposed P5 theme?
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5 2. What are the model of fitness results from the Confirmatory Factor Analysis (CFA) on
6
7 the P5 themes?

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10 3. What are the outcomes in identifying students' tendencies in choosing their desired
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12 themes based on the P5 theme test results?
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4 **Literature Review**

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7 The themes of the project that pioneer schools can carry out are listed in the Pancasila
8 profile strengthening project guide [2,3,5,11,12], namely:
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10
11 Under the **Sustainable Lifestyle** theme, students must grasp human activities' short-term
12 and long-term impacts on global and local environmental sustainability. They are encouraged to
13 cultivate environmentally friendly behaviors, understand potential sustainability crises in their
14 environment, and develop strategies to address and mitigate these issues. Integrating the
15 sustainable lifestyle theme within the independent curriculum of the Pancasila Student Profile
16 Strengthening Project aims to ensure that educators, including teachers and principals,
17 comprehend the core of sustainable living. This understanding should enable them to motivate
18 and guide students in adopting sustainable practices seamlessly integrated with the Pancasila
19 Student Profile Strengthening Project [13]. Sustainable living is characterized by distinct patterns
20 of thought, existence, and actions anchored in a "socio-ecological" framework [14], identifying
21 various contributions and conditions that facilitate a shift in approach alongside the challenges
22 faced by the environmental education sector in promoting responsible environmental behavior
23 [15]. Campaigns to raise awareness of sustainable living, mainly targeting children, should
24 include provisions for family and peer involvement to sustain actions at both individual and
25 familial levels [16].
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48 In the "**Local Wisdom**" theme, students develop their curiosity and inquiry skills by
49 delving into their community or region's local culture, wisdom and evolution. The integration of
50 local wisdom values is advocated to foster a new paradigm in global competencies, aiming to
51 achieve a Pancasila student profile through character education in pioneer schools [17]. It is
52 highly recommended that local wisdom be assimilated, incorporating these values into the
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4 educational content and allocating time for discussions on local wisdom [18]. Moreover, when
5
6 focusing on the local wisdom theme, educators are urged to consider specific factors in
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9
10 formulating learning objectives and indicators. This approach ensures a more proportional and
11
12 comprehensive implementation of the Pancasila student profile within the local wisdom context
13
14 [19]. Developing national character and multicultural education based on local wisdom requires
15
16 meticulous planning, organizing, executing, and monitoring [20]. A local wisdom-based model
17
18 enhances student learning outcomes [21].
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21
22 In the "**Unity in Diversity/Bhinneka Tunggal Ika**" theme, students recognize and
23
24 promote a culture of peace and anti-violence while learning to construct respectful dialogues
25
26 concerning diversity and the values embedded in their teachings. They delve into the
27
28 perspectives of various religions and beliefs, undertaking a critical and reflective examination of
29
30 negative stereotypes and their repercussions on conflict and violence. As part of the prototype
31
32 curriculum in pioneer schools, the Unity in Diversity Projectptly facilitates the reinforcement of
33
34 the Pancasila student profile, offering students and educators a comprehensive and meaningful
35
36 opportunity to contextually observe the societal realities that schools aim to study [10]. The
37
38 terms "Bhinneka" (diverse), "Tunggal" (one), and "Ika" (that) collectively convey the message of
39
40 unity in diversity, symbolizing "different but still one" [22]." Using a hermeneutical approach,
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42
43 researchers identified six character values within the "Unity in Diversity" motto: religiosity,
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46 global diversity, cooperation, bravery and willingness to sacrifice, love, and intelligence [23].
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51 **Nurture Their Spirit and Body.** Students build awareness and skills to maintain
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53 physical and mental health for themselves and those around them. Students research and discuss
54
55 issues related to well-being and bullying and strive to find a way out. They also examine issues
56
57 related to physical and mental health and well-being, including drug issues, pornography, and
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4 reproductive health—the need for a safe school for students [24,25]. A safe school is a school
5
6 that protects children in the learning process in terms of health, safety, and security. The
7
8 government aims to cultivate students' character to foster positive attitudes. This endeavor aligns
9
10 with the Regulation Of The Minister Of Education And Culture Of The Republic Of Indonesia
11
12 No. 23 of 2015, which posits that character cultivation habituates positive attitudes and behaviors
13
14 in school environments [26]. Such an approach is based on the consideration that there is still an
15
16 underemphasis on implementing fundamental human values rooted in Pancasila. Understanding
17
18 these values is often confined to a conceptual level and is yet to be actualized into tangible
19
20 values within the school, family, and community environment.
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26 **Voice of Democracy.** This theme expects students to use systems thinking skills,
27
28 explaining the relationship between the role of the individual and the sustainability of Pancasila
29
30 democracy. Through this learning, students reflect on the meaning of democracy and understand
31
32 the implementation of democracy and its challenges in different contexts, including in school
33
34 organizations and the world of work. Several perspectives underscore the significance of
35
36 students learning about democratic voices. For instance, it investigates several core values
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38 supporting student expression by striving to understand the values encapsulated in their voices
39
40 [27]. The relationship between student consultation and participation reflects the legacy of
41
42 progressive school democratic traditions. These traditions emphasize teaching about democracy
43
44 as an investment for the future and applying democratic principles in everyday school life,
45
46 fostering a whole school culture where student opinions are valued and have a place [28]. The
47
48 experience of expressing student voices in schools, on themselves and their classmates, is
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50 positively related to students' attitudes to act democratically [29]. These findings underline the
51
52 importance of the relevance of opportunities to practice expressing democratic voices in schools
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4 for all students, and this research also illustrates the importance of schools as a foundation for
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6 learning about citizenship practices. Student voices can help increase tension and focus on
7
8 pressing issues when needed; it can also help alleviate the turmoil in individual teenagers and
9
10 school contexts that require resolution [30].
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14 In the "**Engineering and Technology**" theme, students must cultivate critical thinking,
15
16 creativity, innovation, and empathy by designing and creating technological solutions that
17
18 benefit their activities and community. By addressing local problems through innovative and
19
20 technological means, students foster a culture of intelligent society, blending social and
21
22 technological advancements. The research underscores the importance of designing training
23
24 programs that enhance students' digital literacy while integrating social-emotional competencies
25
26 and developing practical digital functions for modern society [31]. Students' perception of
27
28 engineering provides a foundation for developing curriculum activities or materials that
29
30 introduce them to engineering work and the design process, particularly for high school students
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32 [32] Furthermore, to enhance student skills, this research ultimately advocates for integrating
33
34 21st-century skills in classrooms to meet the demands of the workforce [33].
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41 **Entrepreneurship.** This theme emphasizes the importance of learners identifying local
42
43 economic potentials, the problems inherent in developing such potentials, and their relation to
44
45 environmental, social, and community welfare aspects. Through this activity, creativity and
46
47 entrepreneurial culture will be fostered and developed. Learners also expand their horizons about
48
49 future opportunities, become sensitive to community needs, become skilled problem solvers, and
50
51 are ready to become professional workforce members with complete integrity. Students need an
52
53 education program including syllabi and curricula that integrate entrepreneurship, allowing them
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55 to display their abilities and demonstrate them in the field; after completing tasks, students can
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4 show their interest in entrepreneurship in the classroom and internship actions [34].

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7 Entrepreneurial education positively affects students' entrepreneurial intentions and mindset; this
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9
10 research finding demonstrates that the entrepreneurial mindset has successfully mediated the
11
12 relationship between entrepreneurial education and students' entrepreneurial intentions [35].
13

14 The themes, as presented above in determining the theme, are carried out following the
15
16 stages of the academic unit, wherein the educational unit is eventually expected to enter the
17
18 advanced stage, where each class examines different issues according to the students' choices.
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21 Students can choose different issues to provide advanced-stage challenges. However,
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23
24 determining this theme still poses an obstacle for pioneer schools in identifying the themes that
25
26 must be implemented in one academic year; pioneer schools are still confused about which
27
28 theme to choose, considering that in determining the theme, it is also necessary to pay attention
29
30 to the aspirations of the students, so a need assessment is required in determining the theme
31
32 according to the needs of the students, the determination of the theme does not only come from
33
34 teachers or school principals. This phenomenon has been occurring in pioneer schools. They
35
36 want to carry out a needs assessment of the theme according to the needs of the students, but
37
38 there is no tool yet to measure it. In the curriculum scheme, the implementation of the Pancasila
39
40 student profile strengthening project is found in the formulation of Kepmendikbud Ristek
41
42 No.56/M/2022 about Guidelines for Curriculum Implementation in the Framework of Learning
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44 Recovery, which states that the Curriculum Structure at the Early Childhood level and Basic and
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46 Secondary Education consists of extra-curricular learning activities and Pancasila student profile
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48 strengthening projects [36].
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3 4 5 **Methods**

6 7 **Materials and Method**

8
9 This research uses ten schools categorized as pioneers for junior high school levels. Why
10 pioneer schools? In implementing the Free Curriculum, these schools are model schools
11 designated by the Indonesian government to strengthen the Pancasila student profile. The
12 questionnaire was developed in Banjarmasin, Banjarbaru, and Banjar Regency, Indonesia. The
13 respondents of this study were 524 students, consisting of 261 male students and 263 female
14 students, with a mean age of 13.025 and a standard deviation of 0.714. The respondents are
15 junior high school students who are implementers of the pioneer school program, carrying out
16 the implementation of the Free Curriculum, with one of their activities being the project of
17 strengthening the Pancasila student profile. These schools are located in Banjarmasin,
18 Banjarbaru, and Banjar Regency. The samples were all grade 7 students in three school districts,
19 pioneer schools implementing the Pancasila student profile program. The paper-based data
20 collection method was distributed directly to students. Filling out the questionnaire is voluntary,
21 and the time required to complete it is around 60 minutes.

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Determining an adequate sample size for accurately representing a population has been a
subject of extensive scholarly debate for several decades. Initial recommendations were often
based on ratios of the number of variables to factors, such as 5:1 or 10:1, or on specific
participant counts, like 100 or 200 [37]. In this study, with 34 items and 524 respondents, it can
be concluded that the sample size meets the requirements for developing the questionnaire. This
research utilized a saturated sample from pioneer schools in Banjarmasin, Banjarbaru, and
Banjar districts. Data analysis was performed using JASP software version 0.17.2.1. Three

categories were used to categorize the student choices among the themes: high, medium, and low, based on the categorization method [38].

For the themes NS, LW, ET, VD, SL, UD, the categorization was as follows: Low = $(x \leq m - 1.5s)$, or $(x \leq 15 - 5)$, indicating values at or below ten fall into the low category; Medium = $(m - 1.5s > x \leq m + 1.5s)$, or $(15 - 5 > x \leq 15 + 5)$, with values between 11 and 20 categorized as medium; High = $(x > m + 1.5s)$, or $(x > 15 + 5)$, where values above 20 are categorized as high. For the EP theme, which only contains four items, a different categorization is applied: Low = $(x \leq m - 1.5s)$, or $(x \leq 13 - 4)$, with values at or below nine considered low; Medium = $(m - 1.5s > x \leq m + 1.5s)$, or $(13 - 4 > x \leq 13 + 4)$, with values between 10 and 17 classified as medium; High = $(x > m + 1.5s)$, or $(x > 13 + 4)$, and values above 18 are classified as high.

Ethic

The second author, designated as a certified trainer in the First Generation of School Movers Program by the Director-General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of Indonesia (Reference Number: 5465/B/KP.04.00/2021), subsequently entered into a collaboration agreement with the Kalimantan Selatan Teacher Mover Center (Reference Number: 602/B7.16/KS.00.00/2022). This agreement facilitated the researcher's access to the three schools that formed the basis of the research sample. The ethical committee of the Kalimantan Selatan Teacher Mover Center granted ethical approval for this procedure. The researchers secured a recommendation letter to

3
4 conduct the study from the Dean of the Faculty of Teacher Training and Education at Lambung
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6 Mangkurat University, with the reference number 1077a/UN8.1.2.4/KP/2023, to be submitted to
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8 the school principals. Moreover, the researcher obtained permission from the school principals in
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10 Banjarmasin City, Banjarbaru City, and Banjar Regency to collect data. Data were collected
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12 from students who informed consent to participate in the study.
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16 **Procedures**

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19 This questionnaire was created by conceptually reviewing the guidelines for the Pancasila
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21 student profile strengthening project, academic studies of the curriculum for learning recovery,
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23 and studies of the development of the Pancasila student profile. The theme of the Pancasila
24
25 student profile strengthening project is applied at the Early Childhood Education level,
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27 Elementary School, High School, and Vocational School in pioneer schools. However, we are
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29 focused on developing a P5 theme questionnaire for junior high schools.
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34 The process of developing the questionnaire incorporated various stages, and these stages
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36 include: [39–41]:
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- 38
39 1. Phase 1: Construct Conceptualization. This questionnaire was created by conceptually
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41 reviewing the guidelines for the Pancasila student profile strengthening project,
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43 academic studies of the curriculum for learning recovery, and studies of the
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45 development of the Pancasila student profile.
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49 2. Phase 2 involved the creation of items for the draft questionnaire and subsequent
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51 modifications based on feedback from an expert panel to ensure satisfactory content
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53 validity. During this phase, 35 items were developed, aligning with the seven themes
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55 of the Pancasila Student Profile Strengthening Project, with each theme represented
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57 by five statement items. Feedback included suggestions for revisions due to several
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typographical errors in the item statements. The response scale for these items ranged from "Strongly Disagree" to "Strongly Agree," encompassing "Somewhat Disagree," "Neither Agree nor Disagree," and "Agree" to capture a comprehensive spectrum of respondent attitudes.

3. Phase 3 entailed conducting a preliminary review to assess the questionnaire's completeness and readability, involving 15 selected students. These students were asked to evaluate the clarity and understandability of the items across each thematic dimension, using a scale where 1) indicated the item was unclear and not understandable, 2) somewhat clear and understandable, 3) clear and understandable, and 4) very clear and easy to understand. This process aimed to ensure the face validity of the questionnaire. The face validity was quantitatively measured using the Face Validity Index (FVI), where the average score obtained was 0.97, exceeding the acceptable threshold of 0.83[42,43].

4. Phase 4: Data collection and exploratory factor analysis (EFA). Exploratory Factor Analysis (EFA) enables researchers to investigate shared factors contributing to participants' reactions to research tools. One notable advantage of EFA is its pinpointing fundamental factors shaping the observed variables. EFA serves as a valuable instrument for comprehending the inherent structure of variables, offering insights that can guide subsequent analyses and contribute to the development of theories.

5. Phase 5: Conduct confirmatory factor analysis to check construct validity. We sampled seventh-grade students in pioneer schools at the junior high level in Banjarmasin, Banjarbaru, and Banjar Regency, amounting to ten pioneer schools

3
4 from February to May 2023. After the data was collected, we conducted an EFA, a
5
6 technique widely used in exploring theoretical constructions, to determine the
7
8 factorial structure of the questionnaire and explore which items collectively constitute
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10 a construct following each theme.
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15 6. Phase 6: Assessing multidimensionality and reliability. For the statistical hypothesis
16
17 test of the EFA results about item construction on each theme, we calculated CFA
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19 using a reference basis of $RMSEA = <0.08$, $CFI = >0.9$, $TLI > 0.9$, $SRMR = <0.08$.
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21 Convergent validity is met if the AVE value is greater than or equal to 0.5 [44].
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3 4 5 **Results**

6 7 **Exploratory Factor Analysis (EFA) P5 Theme**

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9 The testing of this questionnaire commenced with an Exploratory Factor Analysis (EFA)
10 to ascertain the factor loadings for each theme for which items had been devised. Table 1
11 displays the EFA results, indicating the measure of sampling adequacy through the Kaiser-
12 Meyer-Olkin (KMO) values for each thematic dimension and a Barlett's Test result of 0.001,
13 suggesting statistical significance. Factor loadings for each item were above 0.7, except for item
14 number 34, which had a factor loading of 0.663 and was excluded from further analysis in the
15 EFA, resulting in the entrepreneurship dimension containing only four items. Factor loadings of
16 .30 to .40 are minimally acceptable, and values greater than .50 are generally considered
17 significant for practical purposes; the correlation factor is not critical for theme sequence
18 determination in this study [37]. This allows each school to freely implement any theme based on
19 the needs of the students, as per the guidelines of the Directorate of Primary and Secondary
20 Education [8].

21
22 Initially, the questionnaire comprised 35 items, but item number 34 ("I want to practice
23 entrepreneurship right away") was excluded from subsequent calculations due to its factor
24 loading being less than 0.7, reducing the total to 34 items. The results of the Exploratory Factor
25 Analysis (EFA) for these 34 items, with factor loadings greater than 0.70, are presented in Table
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Table 1

Value Factor Loading Exploratory Factor Analysis

| Item Code | Item | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| NS3 | <i>id_Siswa di sekolah perlu memperoleh informasi tentang pergaulan remaja</i> <i>en_Students at school need to obtain information about teenager commingling</i> | 0.860 | | | | | | |
| NS1 | <i>id_Saya ingin di sekolah saya bebas dari adanya bullying</i> <i>en_I want my school to be free from bullying</i> | 0.853 | | | | | | |
| NS5 | <i>id_Sekolah mengembangkan kegiatan yang berbasis digital</i> <i>en_The school develops digital-based activities</i> | 0.848 | | | | | | |
| NS2 | <i>id_Sekolah menurut saya perlu mengembangkan program anti narkoba</i> <i>In my opinion, schools need to develop an anti-drug program.</i> | 0.839 | | | | | | |
| NS4 | <i>id_Sekolah memiliki program anti bullying</i> <i>en_The school has an anti-bullying program</i> | 0.803 | | | | | | |
| LW 3 | <i>id_Saya masih perlu banyak mengenal sistem budaya daerah local</i> <i>en_I still need to get to know the local cultural system a lot</i> | | 0.879 | | | | | |
| LW 1 | <i>id_Saya bangga dengan kearifan lokal daerah</i> <i>en_I am proud of the local wisdom of the area</i> | | 0.860 | | | | | |
| LW 2 | <i>id_Saya suka mempelajari asal usul suatu budaya daerah</i> <i>en_I like to study the origins of a regional culture</i> | | 0.853 | | | | | |

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|-----------------------|---|--|-------|-------|-------|--|--|--|
| LW 4 | id_Sekolah mengundang ahli budaya untuk menampilkan kekhasan budaya local en_The school invites cultural experts to present local cultural specialities | | 0.830 | | | | | |
| LW 5 | id_Sekolah mengadakan program untuk studi mengunjungi sistem tradisional suatu daerah en_The school organizes programs for studies visiting traditional systems of an area | | 0.740 | | | | | |
| ET1 | id_Sekolah memiliki program digital untuk membuat konten kreatif en_The school has a digital program to create creative content | | | 0.844 | | | | |
| ET3 | id_Sekolah mengadakan lomba kegiatan berbasis digital bagi siswa en_The school held a digital-based activity competition for students | | | 0.842 | | | | |
| ET5 | id_Saya perlu mempelajari perkembangan inovasi teknologi en_I need to study the development of technological innovation | | | 0.838 | | | | |
| ET2 | id_Sekolah memiliki web/situs digital yang melibatkan siswa dalam mengisi konten en_The school has a web/digital site that engages students in filling out the content | | | 0.805 | | | | |
| ET4 | id_Sekolah melatih siswa berkerasi di bidang robotika en_The school trains students to be creative in the field of robotics | | | 0.765 | | | | |
| VD 5 | id_Sekolah mengadakan pertemuan dengan siswa untuk menyampaikan aspirasi usulan kegiatan en_The school holds a meeting with students to convey their aspirations and proposed activities | | | | 0.852 | | | |

| | | | | | | | | |
|-------------|---|--|--|--|-------|-------|--|--|
| VD 3 | id_Sekolah mengundang ahli organisasi untuk melatih siswa berorganisasi en_The school invites organizational experts to train students to organize | | | | 0.823 | | | |
| VD 1 | id_Pemilihan OSIS dilakukan secara demokratis en_The OSIS election is carried out democratically | | | | 0.817 | | | |
| VD 2 | id_Pemilihan Ketua kelas dilakukan secara demokratis en_The election of class presidents is carried out democratically | | | | 0.796 | | | |
| VD 4 | id_Sekolah membuat program internship (magang) ke lembaga organisasi en_The school makes an internship program (apprenticeship) for organizational institutions | | | | 0.775 | | | |
| SL5 | id_Siswa semestinya memahami pentingnya menjaga kelestarian lingkungan dengan menjaga kebersihan en_Students should understand the importance of maintaining environmental sustainability by maintaining cleanliness | | | | | 0.836 | | |
| SL3 | id_Bencana alam seperti banjir perlu dicegah en_Natural disasters such as floods need to be prevented | | | | | 0.826 | | |
| SL1 | id_Saya tertarik mempelajari proses pengolahan limbah sampah menjadi barang yang berguna en_I am interested in learning the process of processing waste into valuable goods | | | | | 0.820 | | |
| SL2 | id_Dampak perubahan iklim membuat saya tertarik ingin mengetahui penyebabnya en_The impact of climate change makes me interested to know the cause | | | | | 0.775 | | |

| | | | | | | | |
|------|--|--|--|--|--|-------|-------|
| SL4 | id_Menjaga kelestarian lingkungan sangat penting agar tidak terjadi krisis berkelanjutan en_Maintaining environmental sustainability is very important so that a continuous crisis does not occur | | | | | 0.758 | |
| UD 3 | id_Tolong menolong dalam berteman kepada semua tanpa membeda-bedakan sangat penting bagi saya en_Helping each other in friendship with all people without discriminating is very important to me | | | | | 0.830 | |
| UD 2 | id_Keberagaman berbagai suku di Indonesia sangat menarik untuk dipelajari en_The diversity of various tribes in Indonesia is exciting to study | | | | | 0.793 | |
| UD 1 | id_Saling menghormati karena perbedaan asal suku sangat penting bagi saya en_Mutual respect because of differences in ethnic origin is essential to me | | | | | 0.785 | |
| UD 4 | id_Saya suka berteman dengan berbagai orang yang berlatar belakang budaya berbeda en_I like to make friends with people from different cultural backgrounds | | | | | 0.759 | |
| UD 5 | id_Saya sangat menghormati keberagaman budaya lingkungan tempat tinggal en_I respect the cultural diversity of the living environment | | | | | 0.711 | |
| EP2 | id_Siswa dilatih untuk melakukan praktik langsung dalam memasarkan produk karyanya en_Students are trained to do hands-on practice in marketing their work products | | | | | | 0.762 |
| EP3 | id_Sekolah mengundang orang yang sukses dalam berwirausaha | | | | | | 0.742 |

| | | | | | | | | |
|------------|---|--|--|--|--|--|--|-------|
| | en_The school invites people who are successful in entrepreneurship | | | | | | | |
| EP1 | id_Sekolah memiliki program membuat kerajinan lokal bagi siswa en_The school has a program to make local crafts for students | | | | | | | 0.740 |
| EP5 | id_Saya ingin belajar tentang wirausaha berbasis digital en_I want to learn about digital-based entrepreneurship | | | | | | | 0.713 |
| EP4 | id_Saya ingin praktik langsung berwirausaha en_I want to practice entrepreneurship right away | | | | | | | 0.649 |

Cronbach's alpha was calculated based on a seven-factor model for questionnaire development. The Cronbach's alpha (α) for each factor across the respective themes was as follows: NS = 0.923, LW = 0.918, ET = 0.910, VD = 0.906, SL = 0.900, UD = 0.882, and EP = 0.826. Since Cronbach's alpha is commonly used to assess the internal consistency of an instrument, this testing involved averaging all correlations in each split-half combination. Instruments with more than two response options are suitable for this test. The Cronbach's alpha values range between 0 and 1, with a reliability score of 0.7 or higher being acceptable. All the mentioned values fall within acceptable reliability ratios[45,46]. The correlational analysis results are depicted in Table 2.

Table 2

Factor Correlations

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|----------|----------|----------|----------|----------|----------|----------|
| Factor 1 | 1.000 | 0.220 | 0.187 | 0.234 | 0.088 | 0.062 | -0.001 |
| Factor 2 | 0.220 | 1.000 | 0.084 | 0.027 | 0.037 | 0.070 | 0.162 |
| Factor 3 | 0.187 | 0.084 | 1.000 | 0.139 | 0.035 | -0.029 | -0.002 |
| Factor 4 | 0.234 | 0.027 | 0.139 | 1.000 | 0.046 | 0.119 | -0.016 |
| Factor 5 | 0.088 | 0.037 | 0.035 | 0.046 | 1.000 | -0.014 | 0.026 |
| Factor 6 | 0.062 | 0.070 | -0.029 | 0.119 | -0.014 | 1.000 | 0.021 |
| Factor 7 | -0.001 | 0.162 | -0.002 | -0.016 | 0.026 | 0.021 | 1.000 |

Table 3

Model Goodness of Fit EFA

| Variabel | Overall MSA | Bartlett's Test | RMS EA | SRMR | TLI | CFI |
|----------|-------------|-----------------|--------|-------|-------|-------|
| KT P5 | 0.866 | 0.001 | 0.024 | 0.013 | 0.984 | 0.990 |

Confirmatory Factor Analysis (CFA) on the P5 theme

After determining factor loadings through Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) was conducted. CFA represents a more advanced technique for testing validity, used to ascertain whether the indicators accurately represent the theoretical constructs of the research [47]. In this study, the results of the CFA, as indicated by Bartlett's test of sphericity, yielded a chi-square (X^2) value of 11214.624 with degrees of freedom (df) = 561 and a p-value of less than 0.001, confirming the model's suitability.

For the model test, it can be seen in Table 4 where RMSEA = 0.025 (<0.05), CFI = 0.984 (>0.9), GFI = 0.991 (>0.9), NFI = 0.940 (>0.9), TLI = 0.982 (>0.9). IFI = 0.982 (>0.9).

Table 4

Model Fit indices

| Index | Value | Model |
|---|-------|-------|
| Root mean square error of approximation (RMSEA) | 0.025 | fit |
| Comparative Fit Index (CFI) | 0.984 | fit |
| The goodness of fit index (GFI) | 0.991 | fit |
| Bentler-Bonett Normed Fit Index (NFI) | 0.940 | fit |
| Tucker-Lewis Index (TLI) | 0.982 | fit |
| Bollen's Incremental Fit Index (IFI) | 0.982 | fit |

Furthermore, the factor loading of confirmatory factor analysis, as shown in Table 5, Shows that the items on this factor can be capable of measuring the dimensions of the Pancasila profile strengthening project theme [37,46,48].

Table 5

Factor loadings

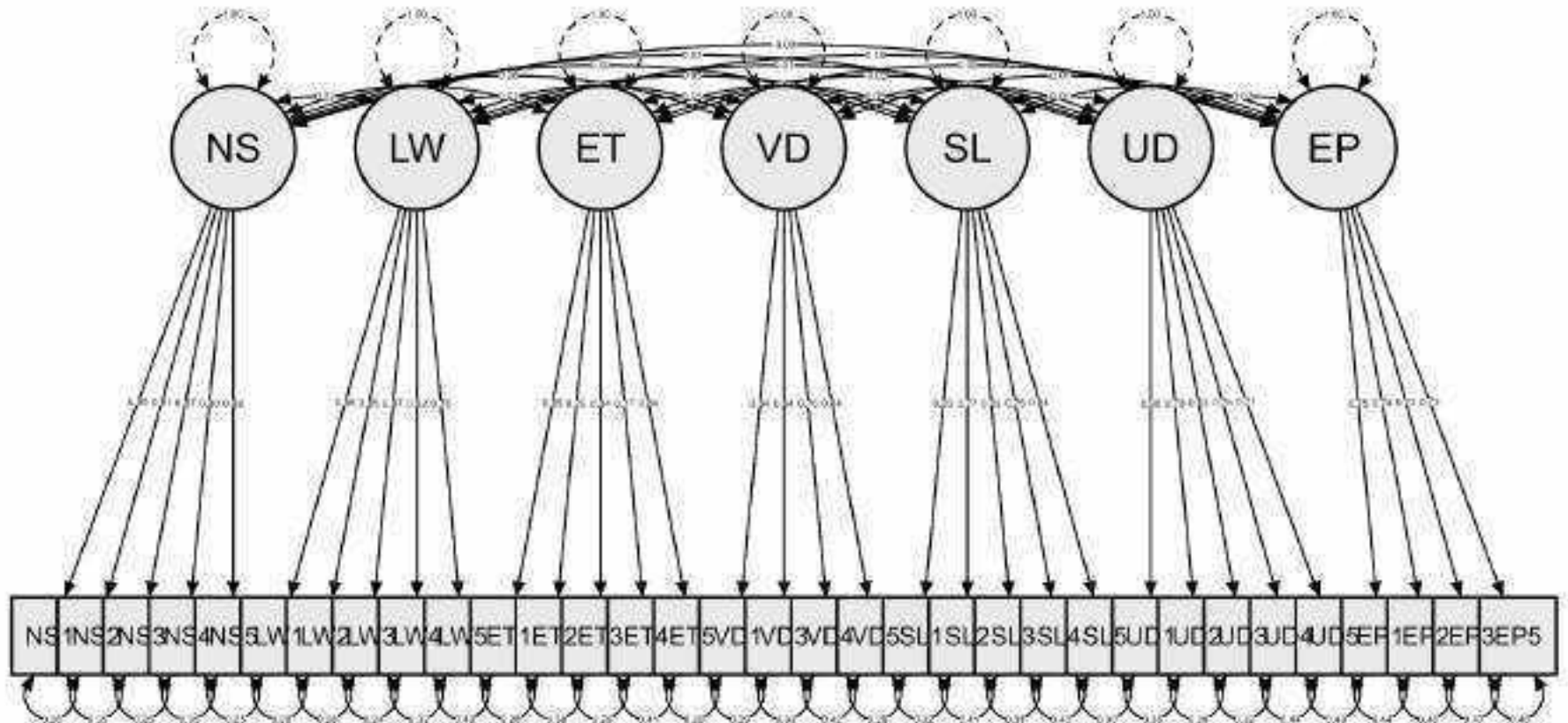
| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|---------|--------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| NS | NS1 | 0.909 | 0.038 | 24.215 | < .001 | 0.836 | 0.983 | 0.860 |

| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|---------|--------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| NS | NS2 | 0.826 | 0.038 | 21.907 | < .001 | 0.752 | 0.900 | 0.807 |
| | NS3 | 0.911 | 0.037 | 24.429 | < .001 | 0.838 | 0.984 | 0.865 |
| | NS4 | 0.863 | 0.040 | 21.803 | < .001 | 0.785 | 0.940 | 0.804 |
| | NS5 | 0.884 | 0.036 | 24.361 | < .001 | 0.813 | 0.956 | 0.864 |
| | LW | LW1 | 0.888 | 0.037 | 23.676 | < .001 | 0.814 | 0.961 |
| LW | LW2 | 0.878 | 0.037 | 23.645 | < .001 | 0.805 | 0.950 | 0.849 |
| | LW3 | 0.920 | 0.037 | 24.744 | < .001 | 0.847 | 0.993 | 0.873 |
| | LW4 | 0.881 | 0.039 | 22.480 | < .001 | 0.804 | 0.957 | 0.822 |
| | LW5 | 0.742 | 0.037 | 20.124 | < .001 | 0.669 | 0.814 | 0.763 |
| | ET | ET1 | 0.865 | 0.037 | 23.593 | < .001 | 0.793 | 0.937 |
| ET2 | | 0.774 | 0.037 | 20.913 | < .001 | 0.701 | 0.846 | 0.786 |
| ET3 | | 0.853 | 0.037 | 23.173 | < .001 | 0.781 | 0.925 | 0.841 |
| ET4 | | 0.786 | 0.039 | 20.305 | < .001 | 0.710 | 0.862 | 0.770 |
| ET5 | | 0.800 | 0.035 | 23.179 | < .001 | 0.733 | 0.868 | 0.841 |
| VD | VD1 | 0.828 | 0.036 | 22.807 | < .001 | 0.757 | 0.899 | 0.833 |
| | VD2 | 0.751 | 0.037 | 20.329 | < .001 | 0.679 | 0.824 | 0.771 |
| | VD3 | 0.836 | 0.036 | 23.016 | < .001 | 0.765 | 0.907 | 0.838 |
| | VD4 | 0.788 | 0.039 | 20.322 | < .001 | 0.712 | 0.864 | 0.771 |
| | VD5 | 0.807 | 0.035 | 23.398 | < .001 | 0.740 | 0.875 | 0.847 |
| SL | SL1 | 0.810 | 0.036 | 22.406 | < .001 | 0.739 | 0.881 | 0.826 |
| | SL2 | 0.742 | 0.037 | 20.135 | < .001 | 0.670 | 0.814 | 0.769 |
| | SL3 | 0.814 | 0.036 | 22.517 | < .001 | 0.743 | 0.884 | 0.829 |
| | SL4 | 0.779 | 0.040 | 19.554 | < .001 | 0.701 | 0.857 | 0.753 |
| | SL5 | 0.790 | 0.035 | 22.803 | < .001 | 0.722 | 0.858 | 0.835 |
| UD | UD1 | 0.757 | 0.036 | 21.048 | < .001 | 0.687 | 0.828 | 0.798 |
| | UD2 | 0.745 | 0.036 | 20.471 | < .001 | 0.673 | 0.816 | 0.784 |
| | UD3 | 0.806 | 0.036 | 22.178 | < .001 | 0.734 | 0.877 | 0.827 |
| | UD4 | 0.755 | 0.039 | 19.309 | < .001 | 0.679 | 0.832 | 0.751 |
| | UD5 | 0.644 | 0.036 | 17.944 | < .001 | 0.574 | 0.714 | 0.713 |
| EP | EP1 | 0.639 | 0.035 | 18.256 | < .001 | 0.570 | 0.708 | 0.750 |
| | EP2 | 0.665 | 0.037 | 17.883 | < .001 | 0.592 | 0.738 | 0.737 |
| | EP3 | 0.637 | 0.036 | 17.572 | < .001 | 0.566 | 0.708 | 0.727 |
| | EP4 | 0.607 | 0.034 | 17.791 | < .001 | 0.540 | 0.674 | 0.734 |
| | EP5 | 0.607 | 0.034 | 17.791 | < .001 | 0.540 | 0.674 | 0.734 |

Description : Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Sustainable Lifestyle (SL), Unity in Diversity/ Bhinneka Tunggal Ika (UD), Entrepreneurship (EP)

Figure 1

Model Plot of KT P5



To assess the validity and reliability of the model, we employed metrics such as Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α . The findings confirm the model's validity and reliability, with the AVE for each dimension of the Pancasila student profile enhancement project's themes exceeding 0.5. The average reliability coefficients were $\omega = 0.945$ and $\alpha = 0.825$, detailed in Table 6.

Table 6

Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α

| Factor | AVE | Coefficient ω | Coefficient α |
|--|------------|--|--|
| Nurture Their Spirit and Body (NS) | 0.707 | 0.923 | 0.923 |
| Local Wisdom (LW) | 0.696 | 0.919 | 0.918 |
| Engineering and Technology (ET) | 0.669 | 0.910 | 0.910 |
| Voice of Democracy (VD) | 0.660 | 0.906 | 0.906 |
| Sustainable Lifestyle (SL) | 0.643 | 0.899 | 0.900 |
| Unity in Diversity/ <i>Bhinneka Tunggal Ika</i> (UD) | 0.603 | 0.883 | 0.882 |
| Entrepreneurship (ED) | 0.543 | 0.826 | 0.826 |
| Average | | 0.945 | 0.825 |

Analysis of Students' Theme Selection Trends Based on P5 Test Results

To examine the preferences of students based on percentages, Table 7 reveals that the theme "Bhinneka Tunggal Ika" received the highest percentage of selections from male students, at 73.18%. In contrast, female students predominantly chose the "Local Wisdom" theme, at 71.86%. Following this, the "Local Wisdom" theme was selected by 68.20% of male students, and the "Voice of Democracy" theme was the second highest choice for female students, at 68.068%. The third-ranking theme, "Build the Spirit and Body," was chosen by 67.82% of male students, and the "Sustainable Lifestyle" theme was selected by 67.68% of female students as their third choice.

Table 7

Percentages Students' Theme Selection Trends Based on P5 Test Results

| Gender | Category | Theme | | | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | (NS) | (LW) | (ET) | (VD) | (SL) | (UD) | (EP) |
| | | % | % | % | % | % | % | % |
| Male | Low | 9.58 | 5.75 | 7.28 | 8.81 | 6.51 | 4.98 | 1.15 |
| | Moderate | 22.61 | 26.05 | 25.29 | 25.29 | 26.82 | 21.84 | 51.34 |
| | High | 67.82 | 68.20 | 67.43 | 65.90 | 66.67 | 73.18 | 47.51 |
| Female | Low | 7.61 | 6.84 | 6.84 | 4.94 | 6.08 | 4.56 | 1.90 |
| | Moderate | 28.90 | 21.29 | 27.76 | 27.00 | 26.24 | 28.14 | 48.29 |
| | High | 63.50 | 71.86 | 65.40 | 68.06 | 67.68 | 67.30 | 49.81 |

Discussion

To identify the themes of the Pancasila Student Profile Strengthening Project, a measurement tool is needed to provide input to schools about the dimensions of the Pancasila Student Profile Strengthening Project themes to be implemented. Thus, the Pancasila Student Profile Strengthening Project should be implemented based on the students' needs assessment, and the school can finally implement the Pancasila Student Profile Strengthening Project. In the Pancasila Student Profile Strengthening Project activities, students can learn about essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. This allows students to take real action in addressing these issues according to their learning stages and needs, and this research fulfills this objective.

The Pancasila Student Profile Strengthening Project (P5) represents an initiative to achieve the Pancasila Student Profile through a new paradigm of project-based learning. By implementing P5, educators are expected to facilitate the learning process, helping students to develop their capacities and cultivate noble character traits as outlined in the Pancasila Student Profile. This project, serving as a means to attain the Pancasila Student Profile, offers students the opportunity

3
4 to "experience knowledge" to strengthen their character and allow them to learn from their
5
6
7 environment [49].

8
9 The Pancasila Student Profile Strengthening Project, utilizing the KT P5 for needs
10 assessment, is a crucial tool for understanding the students' needs concerning the P5 theme
11
12 implementation. This effort enhances the effectiveness of the P5 project [7] and brings about
13
14 significant changes across different educational sectors.
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19 The introduction of the KT P5 questionnaire has had significant implications, particularly
20
21 for school teachers, as it highlights that their preferred thematic choices may differ from those of
22
23 the students. Traditionally, theme selection has been predominantly teacher-driven; however, this
24
25 questionnaire facilitates access to data on students' dominant thematic preferences. This impact
26
27 extends to how teachers set objectives to equip students with necessary competencies, thus
28
29 enriching their skills. Themes can be revisited or replaced to ensure the exploration of all available
30
31 options year [7]. Educational institutions must ensure documentation and portfolio recording of
32
33 profile projects at the educational unit level to guarantee comprehensive theme coverage.
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39 The project is pivotal for students in strengthening their character and fostering
40
41 competencies needed for proactive global citizenship. It empowers students to plan and maintain
42
43 their learning activities effectively, developing essential skills, attitudes, and knowledge for
44
45 managing projects over time. Moreover, the project enhances students' ability to solve problems
46
47 in various learning environments, encourages them to take on responsibilities, and fosters
48
49 awareness of community issues. It also promotes respect for the learning process and instills pride
50
51 in their achievements. Operational Management Working Group facilitates quicker problem-
52
53 solving and fosters closer stakeholder relationships and cooperation in implementing the pioneer
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55 school program [50].
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3
4 Inspirational schools focus on holistically developing students' learning outcomes [51].

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6
7 This is achieved by realizing the Pancasila student profile, which includes literacy and numeracy
8
9 competencies and character. Therefore, implementing this project is very important to create an
10
11 effective learning environment and support the overall growth of students.
12
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14
15 The existence of the P5 Theme Questionnaire (KT P5) for the Pancasila Student Profile
16
17 Strengthening Project is expected to serve as a measurement tool to identify the priority themes
18
19 of the Pancasila Student Profile Strengthening Project that meet the needs of students. This can
20
21 encourage the optimal implementation of the Pancasila Student Profile Strengthening Project in
22
23 promoting students to become competent lifelong learners, have character, and behave according
24
25 to Pancasila values [2,3,5,11,12] By utilizing these surveys, students can experience greater
26
27 engagement in the learning journey and perceive themselves as actively contributing to the
28
29 transformation of their behavior. This heightened involvement can boost students' motivation
30
31 and foster a more profound commitment to shaping the Pancasila student profile. The findings
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33 from these surveys may be employed to reinforce and enhance the overall quality of character
34
35 education for students.
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40
41 Research on the Pancasila student profile project questionnaire offers critical insights into
42
43 the cultural diversity and values of Indonesia, potentially enhancing global comprehension of
44
45 these aspects. Such investigations highlight the significance of character education in educational
46
47 frameworks to boost student engagement and inculcate values anchored in local wisdom [52,53].
48
49 Moreover, studies stress the importance of a holistic approach in developing learning models that
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51 integrate character education, employing both quantitative and qualitative methods [54]. Delving
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53 into the Pancasila student profile project questionnaire enables a deeper understanding of
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character education and multiculturalism and provides a blueprint for promoting values related to diversity, communal wisdom, and character building among students worldwide.

Implementing Pancasila principles to shape student character, as evidenced by research on Pancasila student profiles [55–59], can serve as a model for character education globally. By utilizing questionnaires to assess and enhance student motivation and involvement, schools worldwide can improve character education outcomes. The development and evaluation of Pancasila student profiles offer a structured approach to fostering desirable student traits. This research contributes to a broader international dialogue on effective character education practices, facilitating a global knowledge exchange to enhance student character development globally.

Research on the Pancasila student profile project questionnaire in Indonesia provides valuable insights for enhancing student character education globally. The noble qualities highlighted in the Pancasila student profile, such as critical reasoning, creativity, and global cooperation, inspire educators worldwide to develop character education programs. The importance of experiential learning methods in bridging the gap between moral knowledge and embodiment is underscored [55,60]. These initiatives not only benefit local communities but also have the potential to influence character education practices on a global scale. Emphasizing character education alongside technological advancements is crucial for cultivating well-rounded individuals in today's rapidly changing world [61].

Strengths and limitations of the study

To our knowledge, this research is pioneering in developing and validating a questionnaire to identify the themes of the Pancasila Student Profile Strengthening Project in pioneer schools in Indonesia. The study engaged 524 respondents to evaluate 34 items, adhering

3
4 to the guidelines of the Pancasila Student Profile Strengthening Project established by the
5
6 Indonesian Ministry of Education and Culture, Research, and Technology. These guidelines
7
8 encompass seven themes at the junior high school level in pioneer schools. A significant strength
9
10 of this study is the novelty of the questionnaire, as there has not yet been an instrument capable
11
12 of measuring and identifying themes within the Pancasila Student Profile Strengthening Project.
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14 This questionnaire is anticipated to serve as a solution for pinpointing the thematic choices
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16 favored by students.
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21 However, the study also has limitations, primarily its scope confined to the Indonesian
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23 context, particularly within pioneer schools at the junior high school level, focusing on Grade 7
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25 students.
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28 **Conclusion**

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31 The 34-item questionnaire, framed within the seven identified themes of the Pancasila
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33 Student Profile Strengthening Project (P5 Themes), has been validated and proven reliable for
34
35 discerning the thematic preferences of students in pioneer schools. However, there is a need for
36
37 further research to corroborate the questionnaire's reliability and validity across a broader sample
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39 size, aiming to extend the generalizability of the findings, particularly among high school and
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41 elementary school students.
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46 This study has established the psychometric properties of validity and reliability scales,
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48 creating a practical tool for educators to identify the themes that align with student needs. The
49
50 questionnaire items were designed to test seven factors (NSS, LW, ET, VD, SL, UD, EP), revealing
51
52 internal consistency among the items after evaluating the factor loadings for each item specifically
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54 through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), along with
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56 acceptable Average Variance Extracted (AVE) for validity and reliability of the factors.
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4 Male students tended to prefer themes with the highest percentages, including Unity in
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6 Diversity (Bhinneka Tunggal Ika), Local Wisdom, and Nurture Their Spirit and Body. Female
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8 students, on the other hand, favored Local Wisdom, Voice of Democracy, and Sustainable
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10 Lifestyle. These results indicate that specific themes must be prioritized in program activities to
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12 facilitate the implementation of student-chosen themes. Educational institutions must optimize
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14 school resources to monitor the progress of student projects and address the challenges
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16 encountered, thereby enabling students to overcome obstacles in project execution.
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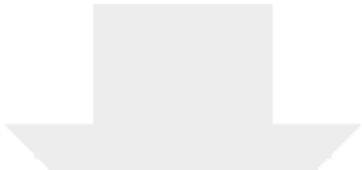
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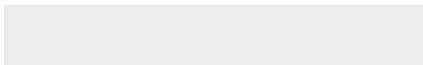
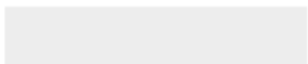
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Decision on submission (Revisi ke-2)



Ali Rachman <ali.bk@ulm.ac.id>

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M. Arli Rusandi 19891214 201903 1 014 <arli.rusandi@lecturer.unri.ac.id>

Tue, Aug 20, 2024 at 1:48 PM

To: ali.bk@ulm.ac.id

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Date: Sat, Jun 22, 2024 at 4:15 PM

Subject: Fwd: Decision on submission HELIYON-D-23-29595R1 to Heliyon

To: M. Arli Rusandi 19891214 201903 1 014 <arli.rusandi@lecturer.unri.ac.id>, Ledy Oktavia Liza

<ledyaoktavaliza@unilak.ac.id>, Ledy Oktavia Liza <ldyoktavaliza@gmail.com>

Monggo Bro, tinggal revisi minor nih sebelum accepted.

Salam,

Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP.Founder of Rapid Counseling/Psychotherapy Theory | Head of Student Affairs (Vice Dean 3rd) in
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Date: Fri, Jun 21, 2024 at 10:27 PM

Subject: Decision on submission HELIYON-D-23-29595R1 to Heliyon

To: Dominikus David Biondi Situmorang <david.biondi@atmajaya.ac.id>

Ms. No.: HELIYON-D-23-29595R1

Title: The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Journal: Heliyon

Dear Assist. Prof. Situmorang,

Thank you for submitting your manuscript to Heliyon. We have now received all of the editor and reviewer comments on your recent submission to Heliyon. The reviewers have advised that your manuscript requires revisions prior to being considered for publication. We ask that you respond to each reviewer comment by either outlining how the criticism was addressed in the revised manuscript or by providing a rebuttal to the criticism. This should be carried out in a point-by-point fashion as illustrated here: <https://www.cell.com/heliyon/guide-for-authors#RevisionsTo> allow the editors and reviewers to easily assess your revised manuscript, we also ask that you upload a version of your manuscript highlighting any revisions made. You may wish to use Microsoft Word's Track Changes tool or, for LaTeX files, the latexdiff Perl script (<https://ctan.org/pkg/latexdiff>).

We also request you to ensure the following about data availability.

While first submitting your manuscript, you were asked two questions regarding data availability. The questions and your responses to them are as follows,

Additional Information

4. Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP.

| Question | Response |
|---|---|
| <p>Data Availability</p> <p>Sharing research data helps other researchers evaluate your findings, build on your work and to increase trust in your article. We encourage all our authors to make as much of their data publicly available as reasonably possible. Please note that your response to the following questions regarding the public data availability and the reasons for potentially not making data available will be available alongside your article upon publication.</p> <p>Has data associated with your study been deposited into a publicly available repository?</p> <p>Please select why. Please note that this statement will be available alongside your article upon publication. as follow-up to "Data Availability</p> <p>Sharing research data helps other researchers evaluate your findings, build on your work and to increase trust in your article. We encourage all our authors to make as much of their data publicly available as reasonably possible. Please note that your response to the following questions regarding the public data availability and the reasons for potentially not making data available will be available alongside your article upon publication.</p> <p>Has data associated with your study been deposited into a publicly available repository?</p> <p>"</p> | <p>No</p> <p>Data will be made available on request</p> |

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Please note that our ethics requirements are now updated. Please choose all applicable statements in our ethics declarations list (available here: <https://www.cell.com/heliyon/ethics>) and include them as a complete ethics statement in the declarations section at the end of your manuscript.

Your revision due date is Jul 05, 2024.

If you need additional time to address the concerns that came up in the review process, please let us know so we can discuss a plan for moving your paper forward.

I look forward to receiving your revised manuscript.

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Kind regards,

Elizabeth Anne Wesner, Ph.D.
Associate Scientific Editor*
Heliyon

Editor comments:

The reviewers have largely indicated their satisfaction with the content revisions made, and have just a couple minor suggestions for revision remaining.

Attached, please also find a pdf with some additional minor questions and points to address. In particular, please clarify if your study obtained parental consent for the participants, as they were minors. Also, please double check the reference list to ensure it is formatted correctly. I highlighted one area that looked like it had a formatting issue, but there may be others that need the format checked/corrected, as well. Additional comments are in the attachment.

Reviewer comments:

Reviewer's Responses to Questions

*Is the manuscript scientifically sound and well presented?

Reviewer #1:

- Yes

Reviewer #5:

- Yes

Are the study design, methodology and statistical analyses robust?

Reviewer #1: Yes

Reviewer #5: Yes

Are the conclusions in alignment with the results and discussion?

Reviewer #1: Yes

Reviewer #5: Yes

Reviewer #1:

- Yes

Reviewer #5:

- Yes

Are the conclusions in alignment with the results and discussion?

Reviewer #1:

- Yes

Reviewer #5:

- Yes

Is the revised manuscript scientifically sound and have all concerns been addressed? (Only for revisions)

Reviewer #1:

- Yes

Reviewer #5:

- Yes

Are there any new concerns in the revised manuscript? (Only for revisions)

Reviewer #1:

- No

Reviewer #5:

- Partly

Could the manuscript benefit from language editing?

Reviewer #1: No

Reviewer #5: Yes

Additional comments:

Reviewer #1: The research work conducted as part of the project to strengthen the Pancasila Student Profile (P5) has been commendable and well done. The development and validation of the P5 Theme Questionnaire (KT P5) to identify priority topics for students demonstrates careful methodological rigor. The use of both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) ensures a comprehensive understanding and validation of the themes identified, with statistical values indicating high reliability and robustness. The transparency of the study in describing the methods allows for a clear understanding of the chosen approach and ensures replicability. The statistical tests applied are appropriate and support the validity of the results. In addition, the availability of data to support the conclusions would further enhance the credibility of the study within the scientific community.

The interpretation of the results, particularly gender preferences, offers insightful implications for adapting P5 topics to better meet the needs and interests of students. The conclusions drawn are logical extensions of the results obtained and show a reasonable and well-supported interpretation.

From an ethical perspective, the study conforms to standard COPE ethical guidelines. The design, presentation of data and citations are clear and appropriate. Furthermore, it is assumed that the study was properly approved and complies with Heliyon's editorial guidelines.

Overall, this study represents a valuable contribution to the P5 project by providing a practical and reliable tool for identifying preferred topics in schools. In the revised version of the paper, the changes suggested by the reviewers of the first version were incorporated so that this version of the paper could be accepted.

Reviewer #5: The authors have improved the manuscript in line with the reviewer's suggestions. The presentation of the research has been made clearer and more precise. I suggest one more correction:

There is no reference to Table 3 in the text. This table can otherwise be omitted. It would be enough to describe in the

text the results of the KMO and Bartlett's test of sphericity. The other four fit measures in Table 3 can be used in EFA, but these fit measures are more commonly used as part of CFA and SEM. is required. Please include your detailed assessment of the manuscript. If you are reviewing a revision, please also indicate if any additional revisions are needed.

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Program Studi Bimbingan dan Konseling
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2 attachments



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Penyerahan Revisi Manuskrip Putaran 2



Ali Rachman <ali.bk@ulm.ac.id>

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The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

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We have received the above referenced revision of your manuscript at Heliyon. To track the status of your manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon/>, and navigate to the "Revisions Being Processed" folder.

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The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools --Manuscript Draft--

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| Manuscript Number: | HELIYON-D-23-29595R2 |
| Article Type: | Original Research Article |
| Section/Category: | Social Sciences |
| Keywords: | Pancasila Student Profile; Pioneer Schools; curriculum; Questionnaire; Validation; self-actualization; Educational Themes; KT P5; Independent Curriculum; Indonesia |
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| Abstract: | The Pancasila Student Profile Strengthening Project/ Projek Penguatan Profil Pelajar Pancasila (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/ Kuesioner Tema (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project. |
| Opposed Reviewers: | |
| Additional Information: | |
| Question | Response |
| Publication ethics | I confirm |
| Please confirm that you have reviewed our guidelines for Ethics in Publishing as well as Heliyon's Ethics and Editorial Policies | |

Declaration of Interest Statement

Dominikus David Biondi Situmorang has the position to declare himself as one of Associate Editors in this journal. However, this article has been handled by another unidentified Associate Editor and reviewed by the Reviewers in an objective and double blind manner, according to applicable regulations from Elsevier, Heliyon, and Cell Press.

Dear
Elizabeth Anne Wesner, Ph.D.
Associate Scientific Editor
Heliyon

Thank you for allowing submitting a revised draft of our manuscript titled **"The Development and Validation of the KT P5 (Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools"** to Heliyon. We appreciate the time and effort that you and the reviewers have decided to provide your valuable feedback on our manuscript. We are grateful to the reviewers for their insightful comments on our paper. We have been able to incorporate changes to reflect most of the suggestions provided by the reviewers. We have highlighted (yellow) the changes within the manuscript. Here is a point-by-point response to the reviewers' comments and concerns.

Editor comments:

The reviewers have largely indicated their satisfaction with the content revisions made, and have just a couple minor suggestions for revision remaining.

Attached, please also find a pdf with some additional minor questions and points to address. In particular, please clarify if your study obtained parental consent for the participants, as they were minors. Also, please double check the reference list to ensure it is formatted correctly. I highlighted one area that looked like it had a formatting issue, but there may be others that need the format checked/corrected, as well. Additional comments are in the attachment.

Authors Response:

Thank you for your valuable feedback and the positive assessment of our revisions.

1. We confirm that parental consent was obtained for all participants. Three days prior to distributing the instruments, the researchers, in collaboration with the school principals, announced the study to the parents. Parents who did not consent to their child's participation were asked to fill out and sign a refusal form, which was then submitted to the class teacher before the day of data collection. In this study, all parents gave their consent, allowing their children to participate in the research. This clarification has been added to the Method section under the subheading "Ethics."
2. We have thoroughly reviewed and corrected the references according to the Vancouver-Elsevier format using the Mendeley application. Additionally, we have adjusted the tables to align with APA formatting guidelines.

We appreciate your guidance and have addressed all additional comments as detailed in the attached PDF.

Reviewer comments:

Could the manuscript benefit from language editing? Reviewer #5: Yes

Authors Response:

Thank you for your insightful feedback. We have submitted the final revised draft of the manuscript to a professional proofreading service to enhance the language quality.

Additional comments:

Reviewer #1: The research work conducted as part of the project to strengthen the Pancasila Student Profile (P5) has been commendable and well done. The development and validation of the P5 Theme Questionnaire (KT P5) to identify priority topics for students demonstrates careful methodological rigor. The use of both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) ensures a comprehensive understanding and validation of the themes identified, with statistical values indicating high reliability and robustness. The transparency of the study in describing the methods allows for a clear understanding of the chosen approach and ensures replicability. The statistical tests applied are appropriate and support the validity of the results. In addition, the availability of data to support the conclusions would further enhance the credibility of the study within the scientific community.

The interpretation of the results, particularly gender preferences, offers insightful implications for adapting P5 topics to better meet the needs and interests of students. The conclusions drawn are logical extensions of the results obtained and show a reasonable and well-supported interpretation.

From an ethical perspective, the study conforms to standard COPE ethical guidelines. The design, presentation of data and citations are clear and appropriate. Furthermore, it is assumed that the study was properly approved and complies with Heliyon's editorial guidelines.

Overall, this study represents a valuable contribution to the P5 project by providing a practical and reliable tool for identifying preferred topics in schools. In the revised version of the paper, the changes suggested by the reviewers of the first version were incorporated so that this version of the paper could be accepted.

Authors Response:

Thank you for your thorough and positive feedback on our research. We are pleased to hear that our work on the Pancasila Student Profile (P5) and the development of the P5 Theme Questionnaire (KT P5) was well-received. We appreciate your recognition of our methodological rigor, transparency, and the robustness of our statistical analyses.

We are glad that the revisions made in response to the first review have met your expectations and contributed to the acceptance of this version. Your comments on the implications of our findings, especially regarding gender preferences, and the ethical adherence of our study are highly valued.

We remain committed to further enhancing the credibility and impact of our research within the scientific community. Thank you once again for your constructive comments and support.

Reviewer #5: The authors have improved the manuscript in line with the reviewer's suggestions. The presentation of the research has been made clearer and more precise. I suggest one more correction: There is no reference to Table 3 in the text. This table can otherwise be omitted. It would be enough to describe in the text the results of the KMO and Bartlett's test of sphericity. The other four fit measures in Table 3 can be used in EFA, but these fit measures are more commonly used as part of CFA and SEM.

is required. Please include your detailed assessment of the manuscript. If you are reviewing a revision, please also indicate if any additional revisions are needed.

Authors Response:

We have removed Table 3 as suggested. The results of the KMO and Bartlett's test of sphericity have been conceptually explained in the text by referencing KMO according to Hair Jr JF, Black WC, Babin BJ, Anderson RE. *Multivariate Data Analysis*. 7th ed. New York: Pearson; 2010. We have also added an explanatory paragraph to describe these results in detail.

We appreciate your guidance and believe these changes enhance the clarity and precision of our manuscript.

Thank you for considering our revised manuscript. We look forward to your feedback.

Cordially,
Ali Rachman
Hendro Yulius Suryo Putro
M. Arli Rusandi
Dominikus David Biondi Situmorang⁴

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7 **The Development and Validation of the KT P5: A New Tool for Strengthening the**
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9 **Pancasila Student Profile in Indonesian Pioneer Schools**

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Abstract

The Pancasila Student Profile Strengthening Project/ *Projek Penguatan Profil Pelajar Pancasila* (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/ *Kuesioner Tema* (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project.

Keywords: Pancasila Student Profile, Pioneer Schools, Curriculum, Questionnaire, Validation, Educational Themes, KT P5, Independent Curriculum, Indonesia

The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Introduction

The Pancasila Student Profile Strengthening Project, commonly referred to as P5, is integral to the implementation of Indonesia's Independent Curriculum development[1]. The Pancasila Student Profile Strengthening Project aims to cultivate Pancasila students who can act in accordance with Pancasila values, namely, believing in and devoting to God Almighty, embracing global diversity, fostering cooperation, achieving independence, and engaging in critical and creative thinking. The concept of the Pancasila Student Profile encompasses a set of character traits and competencies expected to be achieved by students based on the noble values of Pancasila[2–4].

This initiative carries the philosophical significance that Indonesian students should be competent lifelong learners, possess strong character, and behave in alignment with Pancasila values [5]. The values of Pancasila are founded on the 1945 Constitution[6]. The Pancasila student profile translates the national education goals and serves as the primary reference for directing educational policies, including guiding educators in building the character and competencies of students [7]. All stakeholders must comprehend the Pancasila student profile due to its essential role.

The Pancasila Student Profile Strengthening Project employs a project-based learning approach[3]. The process and progression that each student undergoes in solving problems within the project are paramount, allowing students to perceive knowledge as a character-strengthening process and providing opportunities to learn from their surrounding environment. In executing the P5 project, the Ministry of Education, Culture, Research, and Technology of the

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4 Republic of Indonesia offers several project theme options that can be implemented by academic
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6 units classified as pioneer schools. Pioneer schools can choose themes to undertake at each phase
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8 according to regulations. Junior high schools implement three to four themes in one academic
9
10 year[7]. However, schools often encounter challenges in theme implementation, primarily due to
11
12 difficulties in aligning these themes with student needs[3]. The Pancasila Student Profile
13
14 Strengthening Project themes are executed by educational institutions annually, tailored to the
15
16 relevant issues within the students' community. At the junior high school level, phase D requires
17
18 selecting and determining three themes annually[8].
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24 The Operational Management Working Group discussions, initiated monthly since early
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26 2022 with academic units identified as pioneer schools, have highlighted the need for an instrument
27
28 to identify Pancasila Student Profile (P5) themes based on student needs. Despite existing
29
30 guidelines for developing projects to enhance the Pancasila student profile, there is a noted absence
31
32 of a measure to determine students' genuine preferences among the available themes. Under
33
34 educator supervision, these guidelines suggest that students discuss and select issues for in-depth
35
36 examination in subsequent phases. However, in Indonesia, no instrument has been established to
37
38 gauge the identification of P5 themes reflecting student needs. Such a tool is crucial for pioneer
39
40 schools to comprehend the students' requirements concerning the chosen and implemented P5
41
42 themes, with the findings aiding discussions among school stakeholders about P5 theme
43
44 determination. The P5 theme questionnaire has been crafted following the guidelines for the
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46 Pancasila student profile strengthening project provided by the Indonesian Ministry of Education,
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48 Culture, Research, and Technology [1–5,7–9].
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55 From the background mentioned, this study aims to ascertain:
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1. What are the results of the Exploratory Factor Analysis (EFA) for each proposed P5 theme?
2. What are the model fitness results from the Confirmatory Factor Analysis (CFA) on the P5 themes?
3. What are the outcomes in identifying students' preferences in choosing their desired themes based on the P5 theme test results?

Literature Review

The themes of the project that pioneer schools can carry out are listed in the Pancasila Profile Strengthening Project Guide[2–5,10], namely:

Under the **Sustainable Lifestyle** theme, students must understand human activities' short-term and long-term impacts on global and local environmental sustainability. They are encouraged to cultivate environmentally friendly behaviors, recognize potential sustainability crises in their environment, and develop strategies to address and mitigate these issues.

Integrating the Sustainable Lifestyle theme within the independent curriculum of the Pancasila Student Profile Strengthening Project aims to ensure that educators, including teachers and principals, comprehend the essence of sustainable living. This understanding should enable them to motivate and guide students in adopting sustainable practices seamlessly integrated with the Pancasila Student Profile Strengthening Project [11]. Sustainable living is characterized by distinct patterns of thought, existence, and actions anchored in a "socio-ecological" framework[12], identifying various contributions and conditions that facilitate a shift in approach alongside the challenges faced by the environmental education sector in promoting responsible environmental behavior[13]. Campaigns to raise awareness of sustainable living, primarily targeting children, should include provisions for family and peer involvement to sustain actions at both individual and familial levels[14].

In the "**Local Wisdom**" theme, students develop their curiosity and inquiry skills by exploring their community or region's local cultural wisdom and evolution. The integration of local wisdom values is advocated to foster a new paradigm in global competencies, aiming to achieve a Pancasila student profile through character education in pioneer schools[15]. It is highly recommended that local wisdom be incorporated into the educational content and that

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4 time be allocated for discussions on local wisdom [16]. Moreover, when focusing on the Local
5
6 Wisdom theme, educators are urged to consider specific factors in formulating learning
7
8 objectives and indicators. This approach ensures a more proportional and comprehensive
9
10 implementation of the Pancasila student profile within the local wisdom context[17]. Developing
11
12 national character and multicultural education based on local wisdom requires meticulous
13
14 planning, organizing, executing, and monitoring [18]. A local wisdom-based model enhances
15
16 student learning outcomes[18].
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21 In the "**Unity in Diversity/Bhinneka Tunggal Ika**" theme, students learn to recognize
22
23 and promote a culture of peace and anti-violence while constructing respectful dialogues
24
25 concerning diversity and the values embedded in their teachings. They explore the perspectives
26
27 of various religions and beliefs, undertaking a critical and reflective examination of negative
28
29 stereotypes and their repercussions on conflict and violence. As part of the prototype curriculum
30
31 in pioneer schools, the Unity in Diversity Project effectively facilitates the reinforcement of the
32
33 Pancasila student profile, offering students and educators a comprehensive and meaningful
34
35 opportunity to contextually observe the societal realities that schools aim to study[9]. The terms
36
37 "Bhinneka" (diverse), "Tunggal" (one), and "Ika" (that) collectively convey the message of unity
38
39 in diversity, symbolizing "different but still one"[19]. Using a hermeneutical approach,
40
41 researchers identified six character values within the "Unity in Diversity" motto: religiosity,
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43 global diversity, cooperation, bravery and willingness to sacrifice, love, and intelligence[20].
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50 **Nurture Their Spirit and Body.** Students build awareness and skills to maintain
51
52 physical and mental health for themselves and those around them. Students research and discuss
53
54 issues related to well-being and bullying and strive to find solutions. They also examine issues
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56 related to physical and mental health and well-being, including drug issues, pornography, and
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4 reproductive health—the need for a safe school environment for students[7]. A safe school is one
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6 that protects children in the learning process in terms of health, safety, and security. The
7
8 government aims to cultivate students' character to foster positive attitudes. This endeavor aligns
9
10 with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No.
11
12 23 of 2015, which posits that character cultivation habituates positive attitudes and behaviors in
13
14 school environments[21]. Such an approach is based on the consideration that there is still an
15
16 underemphasis on implementing fundamental human values rooted in Pancasila. Understanding
17
18 these values is often confined to a conceptual level and is yet to be actualized into tangible
19
20 values within the school, family, and community environment.
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26 **Voice of Democracy.** his theme expects students to utilize systems thinking skills,
27
28 explaining the relationship between the role of the individual and the sustainability of Pancasila
29
30 democracy. Through this learning, students reflect on the meaning of democracy and understand
31
32 the implementation of democracy and its challenges in different contexts, including school
33
34 organizations and the world of work. Several perspectives underscore the significance of
35
36 students learning about democratic voices. For instance, it investigates several core values
37
38 supporting student expression by striving to understand the values encapsulated in their
39
40 voices[22]. The relationship between student consultation and participation reflects the legacy of
41
42 progressive school democratic traditions. These traditions emphasize teaching about democracy
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44 as an investment for the future and applying democratic principles in everyday school life,
45
46 fostering a whole school culture where student opinions are valued and have a place[23]. he
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48 experience of expressing student voices in schools, on themselves and their classmates, is
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50 positively related to students' attitudes to act democratically[24]. These findings underline the
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52 importance of the opportunities to practice expressing democratic voices in schools for all
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4 students. This research also illustrates the importance of schools as a foundation for learning
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6 about citizenship practices. Student voices can help increase tension and focus on pressing issues
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8 when needed; it can also help alleviate the turmoil in individual teenagers and school contexts
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10 that require resolution[25].
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14 In the "**Engineering and Technology**" theme, students must cultivate critical thinking,
15
16 creativity, innovation, and empathy by designing and creating technological solutions that
17
18 benefit their activities and community. By addressing local problems through innovative and
19
20 technological means, students foster a culture of intelligent society, blending social and
21
22 technological advancements. The research underscores the importance of designing training
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24 programs that enhance students' digital literacy while integrating social-emotional competencies
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26 and developing practical digital functions for modern society[26]. Students' perception of
27
28 engineering provides a foundation for developing curriculum activities or materials that
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30 introduce them to engineering work and the design process, particularly for high school
31
32 students[27]. Furthermore, to enhance student skills, this research ultimately advocates for
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34 integrating 21st-century skills in classrooms to meet the demands of the workforce[28].
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40 **Entrepreneurship.** This theme emphasizes the importance of learners identifying local
41
42 economic potentials, understanding the challenges inherent in developing such potentials, and
43
44 recognizing their relation to environmental, social, and community welfare aspects. Through
45
46 these activities, creativity and an entrepreneurial culture will be fostered and developed. Learners
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48 also expand their horizons regarding future opportunities, become sensitive to community needs,
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50 develop skilled problem-solving abilities, and prepare to become professional workforce
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52 members with complete integrity. Students require an educational program that includes syllabi
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54 and curricula integrating entrepreneurship, allowing them to display their abilities and
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4 demonstrate them in the field. By completing tasks, students can showcase their interest in
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6 entrepreneurship in the classroom and through internship actions[29]. Entrepreneurial education
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8 positively affects students' entrepreneurial intentions and mindset. This research finding
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10 demonstrates that the entrepreneurial mindset successfully mediates the relationship between
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12 entrepreneurial education and students' entrepreneurial intentions [30].
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16 The themes, as presented above, are determined following the stages of the academic
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18 unit, wherein the educational unit is eventually expected to enter the advanced stage, where each
19
20 class examines different issues according to the students' choices. Students can choose different
21
22 issues to provide advanced-stage challenges. However, determining this theme still poses an
23
24 obstacle for pioneer schools in identifying the themes that must be implemented in one academic
25
26 year; pioneer schools are still confused about which theme to choose. Considering that in
27
28 determining the theme, it is also necessary to pay attention to the aspirations of the students, a
29
30 needs assessment is required to determine the theme according to the needs of the students. The
31
32 determination of the theme should not solely come from teachers or school principals. This
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34 phenomenon has been occurring in pioneer schools. They wish to conduct a needs assessment of
35
36 the theme according to the needs of the students, but there is no tool yet to measure it. In the
37
38 curriculum scheme, the implementation of the Pancasila Student Profile Strengthening Project is
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40 found in the formulation of Kepmendikbudristek No.56/M/2022 regarding Guidelines for
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42 Curriculum Implementation in the Framework of Learning Recovery, which states that the
43
44 Curriculum Structure at the Early Childhood level and Basic and Secondary Education consists
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46 of extra-curricular learning activities and Pancasila Student Profile Strengthening Projects[31].
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Method

Materials and Method

This research uses ten schools categorized as pioneers for junior high school levels. Why pioneer schools? In implementing the Free Curriculum, these schools are model schools designated by the Indonesian government to strengthen the Pancasila student profile. The questionnaire was developed in Banjarmasin, Banjarbaru, and Banjar Regency, Indonesia. The respondents of this study were 524 students, consisting of 261 male students and 263 female students, with a mean age of 13.025 and a standard deviation of 0.714. The respondents are junior high school students who are implementers of the pioneer school program, carrying out the implementation of the Free Curriculum, with one of their activities being the project of strengthening the Pancasila student profile. These schools are located in Banjarmasin, Banjarbaru, and Banjar Regency. The samples were all grade 7 students in three school districts, pioneer schools implementing the Pancasila student profile program. The paper-based data collection method was distributed directly to students. Filling out the questionnaire was voluntary, and the time required to complete it was around 60 minutes.

Determining an adequate sample size for accurately representing a population has been a subject of extensive scholarly debate for several decades. Initial recommendations were often based on ratios of the number of variables to factors, such as 5:1 or 10:1, or on specific participant counts, like 100 or 200[32]. In this study, with 34 items and 524 respondents, it can be concluded that the sample size meets the requirements for developing the questionnaire. This research utilized a saturated sample from pioneer schools in Banjarmasin, Banjarbaru, and Banjar districts. Data analysis was performed using JASP software version 0.18.3.0.

Categorization Criteria

Student choices among themes were categorized into three levels: high, medium, and low, following specific categorization methods[33]. It is important to note that the scores for each theme (NS, LW, ET, VD, SL, UD, and EP) are considered individually, not as a sum of the themes. For the themes NS, LW, ET, VD, SL, and UD, scores of 10 or below are categorized as low, scores between 11 and 20 are categorized as medium, and scores above 20 are categorized as high. For the EP theme, scores of 9 or below are categorized as low, scores between 10 and 17 are categorized as medium, and scores of 18 or above are categorized as high.

Ethic

The second author, designated as a certified trainer in the First Generation of School Movers Program by the Director-General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of Indonesia (Reference Number: 5465/B/KP.04.00/2021), subsequently entered into a collaboration agreement with the Kalimantan Selatan Teacher Mover Center (Reference Number: 602/B7.16/KS.00.00/2022). This agreement facilitated the researcher's access to the three schools that formed the basis of the research sample. The ethical committee of the Kalimantan Selatan Teacher Mover Center granted ethical approval for this procedure. The researchers secured a recommendation letter to conduct the study from the Dean of the Faculty of Teacher Training and Education at Lambung Mangkurat University, with the reference number 1077a/UN8.1.2.4/KP/2023, to be submitted to the school principals. Moreover, the researcher obtained permission from the school principals in Banjarmasin City, Banjarbaru City, and Banjar Regency to collect data.

Data were collected from students who provided informed consent to participate in the study. Three days prior to distributing the instruments, the researchers collaborated with the

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4 school principals to announce the study to the parents. Parents who did not consent to their
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6 child's participation were asked to fill out and sign a refusal form, which was then submitted to
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8 the class teacher before the day of data collection. In this study, all parents gave their consent,
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10 allowing their children to participate in the research.
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13 14 **Prosedur**

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16 This questionnaire was created by conceptually reviewing the guidelines for the Pancasila
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18 Student Profile Strengthening Project, academic studies of the curriculum for learning recovery,
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20 and studies on the development of the Pancasila student profile. The theme of the Pancasila
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22 Student Profile Strengthening Project is applied at the Early Childhood Education level,
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24 Elementary School, High School, and Vocational School in pioneer schools. However, we are
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26 focused on developing a P5 theme questionnaire for junior high schools.
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31 The process of developing the questionnaire incorporated various stages, and these stages
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33 include[34–36]:
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- 36 1. Phase 1: Construct Conceptualization. This questionnaire was created by conceptually
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38 reviewing the guidelines for the Pancasila Student Profile Strengthening Project,
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40 academic studies of the curriculum for learning recovery, and studies on the
41
42 development of the Pancasila student profile.
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- 45 2. Phase 2: Item Creation and Modification. This phase involved the creation of items
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47 for the draft questionnaire and subsequent modifications based on feedback from an
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49 expert panel to ensure satisfactory content validity. During this phase, 35 items were
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51 developed, aligning with the seven themes of the Pancasila Student Profile
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53 Strengthening Project, with each theme represented by five statement items. Feedback
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55 included suggestions for revisions due to several typographical errors in the item
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4 statements. The response scale for these items ranged from "Strongly Disagree" to
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6 "Strongly Agree," encompassing "Somewhat Disagree," "Neither Agree nor
7
8 Disagree," and "Agree" to capture a comprehensive spectrum of respondent attitudes.
9

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11
12 3. Phase 3: Preliminary Review. This phase entailed conducting a preliminary review to
13
14 assess the questionnaire's completeness and readability, involving 15 selected
15
16 students. These students were asked to evaluate the clarity and understandability of
17
18 the items across each thematic dimension, using a scale where 1) indicated the item
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20 was unclear and not understandable, 2) somewhat clear and understandable, 3) clear
21
22 and understandable, and 4) very clear and easy to understand. This process aimed to
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24 ensure the face validity of the questionnaire. The face validity was quantitatively
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26 measured using the Face Validity Index (FVI), where the average score obtained was
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28 0.97, exceeding the acceptable threshold of 0.83[37,38].
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33 4. Phase 4: Data Collection and Exploratory Factor Analysis (EFA). Exploratory Factor
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35 Analysis (EFA) enables researchers to investigate shared factors contributing to
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37 participants' reactions to research tools. One notable advantage of EFA is its ability to
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39 pinpoint fundamental factors shaping the observed variables. EFA serves as a
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41 valuable instrument for comprehending the inherent structure of variables, offering
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43 insights that can guide subsequent analyses and contribute to the development of
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45 theories.
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50 5. Phase 5: Confirmatory Factor Analysis (CFA). This phase involved conducting
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52 confirmatory factor analysis to check construct validity. We sampled seventh-grade
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54 students in pioneer schools at the junior high level in Banjarmasin, Banjarbaru, and
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56 Banjar Regency, amounting to ten pioneer schools, from February to May 2023. After
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4 the data was collected, we conducted an EFA, a technique widely used in exploring
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6 theoretical constructions, to determine the factorial structure of the questionnaire and
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8 explore which items collectively constitute a construct following each theme.
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11 6. Phase 6: Assessing Multidimensionality and Reliability. For the statistical hypothesis
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13 test of the EFA results about item construction on each theme, we calculated CFA
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15 using a reference basis of $RMSEA = <0.08$, $CFI = >0.9$, $TLI > 0.9$, $SRMR = <0.08$.
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18 Convergent validity is met if the AVE value is greater than or equal to 0.5[39].
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Results

Exploratory Factor Analysis (EFA) P5 Theme

The testing of this questionnaire commenced with an Exploratory Factor Analysis (EFA) to ascertain the factor loadings for each theme for which items had been devised. Table 1 displays the EFA results, indicating the measure of sampling adequacy through the Kaiser-Meyer-Olkin (KMO) values for each thematic dimension and a Barlett's Test result of 0.001, suggesting statistical significance. Factor loadings for each item were above 0.7, except for item number 34, which had a factor loading of 0.663 and was excluded from further analysis in the EFA, resulting in the entrepreneurship dimension containing only four items. Factor loadings of .30 to .40 are minimally acceptable, and values greater than .50 are generally considered significant for practical purposes; the correlation factor is not critical for theme sequence determination in this study[32]. This allows each school to freely implement any theme based on the needs of the students, as per the guidelines of the Directorate of Primary and Secondary Education[40].

Initially, the questionnaire comprised 35 items, but item number 34 ("I want to practice entrepreneurship immediately") was excluded from subsequent calculations due to its factor loading being less than 0.7, reducing the total to 34 items. The results of the Exploratory Factor Analysis (EFA) for these 34 items, with factor loadings greater than 0.70, are presented in Table 1.

Table 1**Value Factor Loading Exploratory Factor Analysis**

| Item Code | Item | Factor Loading | | | | | | |
|-----------|--|----------------|-------------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| NS3 | <i>id_Siswa di sekolah perlu memperoleh informasi tentang pergaulan remaja</i> en_ Students at school need to obtain information about teenage interactions. | 0.86 | | | | | | |
| NS1 | <i>id_Saya ingin di sekolah saya bebas dari adanya bullying</i> en_ I want my school to be free from bullying. | 0.85 | | | | | | |
| NS5 | <i>id_Sekolah mengembangkan kegiatan yang berbasis digital</i> en_ The school develops digital-based activities. | 0.84 | | | | | | |
| NS2 | <i>id_Sekolah menurut saya perlu mengembangkan program anti narkoba</i> en_ In my opinion, schools need to develop an anti-drug program. | 0.83 | | | | | | |
| NS4 | <i>id_Sekolah memiliki program anti bullying</i> en_ The school has an anti-bullying program. | 0.80 | | | | | | |
| LW3 | <i>id_Saya masih perlu banyak mengenal sistem budaya daerah local</i> en_ I still need to learn a lot about the local cultural system. | | 0.87 | | | | | |
| LW1 | <i>id_Saya bangga dengan kearifan lokal daerah</i> en_ I am proud of the local wisdom of my area. | | 0.86 | | | | | |
| LW2 | <i>id_Saya suka mempelajari asal usul suatu budaya daerah</i> en_ I like to study the origins of regional culture. | | 0.85 | | | | | |
| LW4 | <i>id_Sekolah mengundang ahli budaya untuk menampilkan kekhasan budaya local</i> en_ The school invites cultural experts to present local cultural specialties. | | 0.83 | | | | | |

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| 20 | LW5 | <i>id_Sekolah mengadakan program untuk studi mengunjungi sistem tradisional suatu daerah</i> | 0.74 |
| 21 | | <i>en_ The school organizes programs for studying traditional systems of an area.</i> | |
| 22 | | | |
| 23 | | | |
| 24 | | | |
| 25 | ET1 | <i>id_Sekolah memiliki program digital untuk membuat konten kreatif</i> | 0.84 |
| 26 | | <i>en_ The school has a digital program to create creative content.</i> | |
| 27 | | | |
| 28 | ET3 | <i>id_Sekolah mengadakan lomba kegiatan berbasis digital bagi siswa</i> | 0.84 |
| 29 | | <i>en_ The school held a digital-based activity competition for students.</i> | |
| 30 | | | |
| 31 | | | |
| 32 | | | |
| 33 | ET5 | <i>id_Saya perlu mempelajari perkembangan inovasi teknologi</i> | 0.83 |
| 34 | | <i>en_ I need to study the development of technological innovation.</i> | |
| 35 | | | |
| 36 | ET2 | <i>id_Sekolah memiliki web/situs digital yang melibatkan siswa dalam mengisi konten</i> | 0.80 |
| 37 | | <i>en_ The school has a web/digital site that engages students in creating content.</i> | |
| 38 | | | |
| 39 | | | |
| 40 | ET4 | <i>id_Sekolah melatih siswa berkerasi di bidang robotika</i> | 0.76 |
| 41 | | <i>en_ The school trains students to be creative in the field of robotics.</i> | |
| 42 | | | |
| 43 | | | |
| 44 | VD5 | <i>id_Sekolah mengadakan pertemuan dengan siswa untuk menyampaikan aspirasi usulan kegiatan</i> | 0.85 |
| 45 | | <i>en_ The school holds meetings with students to convey their aspirations and propose activities.</i> | |
| 46 | | | |
| 47 | | | |
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| 49 | VD3 | <i>id_Sekolah mengundang ahli organisasi untuk melatih siswa berorganisasi</i> | 0.82 |
| 50 | | <i>en_ The school invites organizational experts to train students in organizational skills.</i> | |
| 51 | | | |
| 52 | | | |
| 53 | | | |
| 54 | VD1 | <i>id_Pemilihan OSIS dilakukan secara demokratis</i> | 0.81 |
| 55 | | <i>en_ The Student Council election is carried out democratically.</i> | |
| 56 | | | |
| 57 | VD2 | <i>id_ The election of class presidents is carried out democratically.</i> | 0.79 |
| 58 | | <i>en_ The election of class presidents is carried out democratically</i> | |
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| 20 | VD4 | <i>id_Sekolah membuat program internship (magang) ke lembaga organisasi</i> | 0.77 |
| 21 | | <i>en_ The school has an internship program for organizational institutions.</i> | |
| 22 | SL5 | <i>id_Siswa semestinya memahami pentingnya menjaga kelestarian lingkungan dengan menjaga kebersihan</i> | 0.83 |
| 23 | | <i>en_ Students should understand the importance of maintaining environmental sustainability by keeping cleanliness.</i> | |
| 24 | SL3 | <i>id_Bencana alam seperti banjir perlu dicegah</i> | 0.82 |
| 25 | | <i>en_ Natural disasters such as floods need to be prevented.</i> | |
| 26 | SL1 | <i>id_Saya tertarik mempelajari proses pengolahan limbah sampah menjadi barang yang berguna</i> | 0.82 |
| 27 | | <i>en_ I am interested in learning the process of converting waste into valuable goods.</i> | |
| 28 | SL2 | <i>id_Dampak perubahan iklim membuat saya tertarik ingin mengetahui penyebabnya</i> | 0.77 |
| 29 | | <i>en_ The impact of climate change makes me interested in knowing the causes.</i> | |
| 30 | SL4 | <i>id_Menjaga kelestarian lingkungan sangat penting agar tidak terjadi krisis berkelanjutan</i> | 0.75 |
| 31 | | <i>en_ Maintaining environmental sustainability is very important to prevent continuous crises.</i> | |
| 32 | UD3 | <i>id_Tolong menolong dalam berteman kepada semua tanpa membeda-bedakan sangat penting bagi saya</i> | 0.83 |
| 33 | | <i>en_ Helping each other in friendship with all people without discrimination is very important to me.</i> | |
| 34 | UD2 | <i>id_Keberagaman berbagai suku di Indonesia sangat menarik untuk dipelajari</i> | 0.79 |
| 35 | | <i>en_ The diversity of various tribes in Indonesia is exciting to study.</i> | |
| 36 | UD1 | <i>id_Saling menghormati karena perbedaan asal suku sangat penting bagi saya</i> | 0.78 |

| | | |
|-----|--|-------------|
| | en_ Mutual respect for differences in ethnic origin is essential to me. | |
| UD4 | id_ <i>Saya suka berteman dengan berbagai orang yang berlatar belakang budaya berbeda</i> en_ I like to make friends with people from different cultural backgrounds. | 0.75 |
| UD5 | id_ <i>Saya sangat menghormati keberagaman budaya lingkungan tempat tinggal</i> en_ I respect the cultural diversity of my living environment. | 0.71 |
| EP2 | id_ <i>Siswa dilatih untuk melakukan praktik langsung dalam memasarkan produk karyanya</i> en_ Students are trained to do hands-on practice in marketing their work products. | 0.76 |
| EP3 | id_ <i>Sekolah mengundang orang yang sukses dalam berwirausaha</i> en_ The school invites successful entrepreneurs to speak. | 0.74 |
| EP1 | id_ <i>Sekolah memiliki program membuat kerajinan lokal bagi siswa</i> en_ The school has a program to make local crafts for students. | 0.74 |
| EP5 | id_ <i>Saya ingin belajar tentang wirausaha berbasis digital</i> en_ I want to learn about digital-based entrepreneurship. | 0.71 |
| EP4 | id_ <i>Saya ingin praktik langsung berwirausaha</i> en_ I want to practice entrepreneurship immediately. | 0.64 |

Cronbach's alpha was calculated based on a seven-factor model for questionnaire development. The Cronbach's alpha (α) for each factor across the respective themes was as follows: NS = 0.923, LW = 0.918, ET = 0.910, VD = 0.906, SL = 0.900, UD = 0.882, and EP = 0.826. Since Cronbach's alpha is commonly used to assess the internal consistency of an instrument, this testing involved averaging all correlations in each split-half combination. Instruments with more than two response options are suitable for this test. The Cronbach's alpha values range between 0 and 1, with a reliability score of 0.7 or higher being acceptable. All the mentioned values fall within acceptable reliability ratios[41,42]. The correlational analysis results are depicted in Table 2.

Furthermore, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.866, indicating that the sample size was adequate for factor analysis. Bartlett's test of sphericity was significant ($p = 0.001$), suggesting that the correlations between items were sufficiently large for principal component analysis. These results support the appropriateness of conducting exploratory factor analysis (EFA).

Table 2

Factor Correlations

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|----------|----------|----------|----------|----------|----------|----------|
| Factor 1 | 1.000 | 0.220 | 0.187 | 0.234 | 0.088 | 0.062 | -0.001 |
| Factor 2 | 0.220 | 1.000 | 0.084 | 0.027 | 0.037 | 0.070 | 0.162 |
| Factor 3 | 0.187 | 0.084 | 1.000 | 0.139 | 0.035 | -0.029 | -0.002 |
| Factor 4 | 0.234 | 0.027 | 0.139 | 1.000 | 0.046 | 0.119 | -0.016 |
| Factor 5 | 0.088 | 0.037 | 0.035 | 0.046 | 1.000 | -0.014 | 0.026 |
| Factor 6 | 0.062 | 0.070 | -0.029 | 0.119 | -0.014 | 1.000 | 0.021 |
| Factor 7 | -0.001 | 0.162 | -0.002 | -0.016 | 0.026 | 0.021 | 1.000 |

Confirmatory Factor Analysis (CFA) on the P5 theme

After determining factor loadings through Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) was conducted. CFA represents a more advanced technique for testing validity, used to ascertain whether the indicators accurately represent the theoretical constructs of the research[43]. In this study, the results of the CFA, as indicated by Bartlett's test of sphericity, yielded a chi-square (X^2) value of 11214.624 with degrees of freedom (df) = 561 and a p-value of less than 0.001, confirming the model's suitability.

For the model test, it can be seen in Table 3 where RMSEA = 0.025 (<0.05), CFI = 0.984 (>0.9), GFI = 0.991 (>0.9), NFI = 0.940 (>0.9), TLI = 0.982 (>0.9), and IFI = 0.982 (>0.9).

Table 3

Model Fit indices

| Index | Value | Model |
|---|-------|-------|
| Root mean square error of approximation (RMSEA) | 0.025 | fit |
| Comparative Fit Index (CFI) | 0.984 | fit |
| The goodness of fit index (GFI) | 0.991 | fit |
| Bentler-Bonett Normed Fit Index (NFI) | 0.940 | fit |
| Tucker-Lewis Index (TLI) | 0.982 | fit |
| Bollen's Incremental Fit Index (IFI) | 0.982 | fit |

Furthermore, the factor loadings from Confirmatory Factor Analysis (CFA), as shown in Table 4, demonstrate that the items on this factor are capable of measuring the dimensions of the Pancasila Profile Strengthening Project theme[28,42,44].

Table 4**Factor loadings**

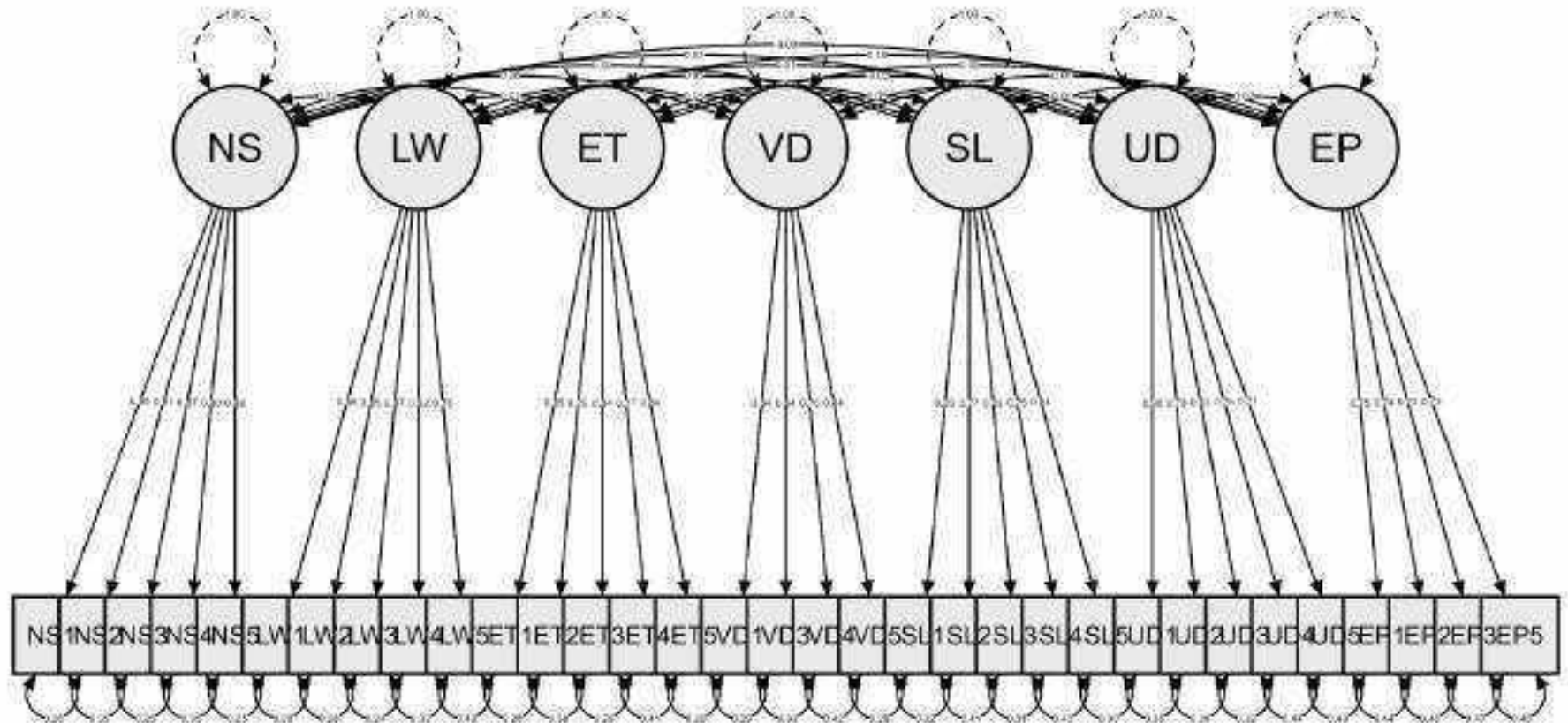
| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|------------|------------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| NS | NS1 | 0.909 | 0.038 | 24.21 5 | < .00 1 | 0.836 | 0.983 | 0.860 |
| | NS2 | 0.826 | 0.038 | 21.90 7 | < .00 1 | 0.752 | 0.900 | 0.807 |
| | NS3 | 0.911 | 0.037 | 24.42 9 | < .00 1 | 0.838 | 0.984 | 0.865 |
| | NS4 | 0.863 | 0.040 | 21.80 3 | < .00 1 | 0.785 | 0.940 | 0.804 |
| | NS5 | 0.884 | 0.036 | 24.36 1 | < .00 1 | 0.813 | 0.956 | 0.864 |
| L W | LW1 | 0.888 | 0.037 | 23.67 6 | < .00 1 | 0.814 | 0.961 | 0.850 |
| | LW2 | 0.878 | 0.037 | 23.64 5 | < .00 1 | 0.805 | 0.950 | 0.849 |
| | LW3 | 0.920 | 0.037 | 24.74 4 | < .00 1 | 0.847 | 0.993 | 0.873 |
| | LW4 | 0.881 | 0.039 | 22.48 0 | < .00 1 | 0.804 | 0.957 | 0.822 |
| | LW5 | 0.742 | 0.037 | 20.12 4 | < .00 1 | 0.669 | 0.814 | 0.763 |
| ET | ET1 | 0.865 | 0.037 | 23.59 3 | < .00 1 | 0.793 | 0.937 | 0.851 |
| | ET2 | 0.774 | 0.037 | 20.91 3 | < .00 1 | 0.701 | 0.846 | 0.786 |
| | ET3 | 0.853 | 0.037 | 23.17 3 | < .00 1 | 0.781 | 0.925 | 0.841 |
| | ET4 | 0.786 | 0.039 | 20.30 5 | < .00 1 | 0.710 | 0.862 | 0.770 |
| | ET5 | 0.800 | 0.035 | 23.17 9 | < .00 1 | 0.733 | 0.868 | 0.841 |
| VD | VD1 | 0.828 | 0.036 | 22.80 7 | < .00 1 | 0.757 | 0.899 | 0.833 |
| | VD2 | 0.751 | 0.037 | 20.32 9 | < .00 1 | 0.679 | 0.824 | 0.771 |
| | VD3 | 0.836 | 0.036 | 23.01 6 | < .00 1 | 0.765 | 0.907 | 0.838 |
| | VD4 | 0.788 | 0.039 | 20.32 2 | < .00 1 | 0.712 | 0.864 | 0.771 |
| | VD5 | 0.807 | 0.035 | 23.39 8 | < .00 1 | 0.740 | 0.875 | 0.847 |
| SL | SL1 | 0.810 | 0.036 | 22.40 6 | < .00 1 | 0.739 | 0.881 | 0.826 |

| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|---------------|------------|------------|----------------------------|-------|--------------------|
| | | | | | | Lower | Upper | |
| UD | SL2 | 0.742 | 0.037 | 20.13 5 | < .00 1 | 0.670 | 0.814 | 0.769 |
| | SL3 | 0.814 | 0.036 | 22.51 7 | < .00 1 | 0.743 | 0.884 | 0.829 |
| | SL4 | 0.779 | 0.040 | 19.55 4 | < .00 1 | 0.701 | 0.857 | 0.753 |
| | SL5 | 0.790 | 0.035 | 22.80 3 | < .00 1 | 0.722 | 0.858 | 0.835 |
| | UD1 | 0.757 | 0.036 | 21.04 8 | < .00 1 | 0.687 | 0.828 | 0.798 |
| EP | UD2 | 0.745 | 0.036 | 20.47 1 | < .00 1 | 0.673 | 0.816 | 0.784 |
| | UD3 | 0.806 | 0.036 | 22.17 8 | < .00 1 | 0.734 | 0.877 | 0.827 |
| | UD4 | 0.755 | 0.039 | 19.30 9 | < .00 1 | 0.679 | 0.832 | 0.751 |
| | UD5 | 0.644 | 0.036 | 17.94 4 | < .00 1 | 0.574 | 0.714 | 0.713 |
| | EP1 | 0.639 | 0.035 | 18.25 6 | < .00 1 | 0.570 | 0.708 | 0.750 |
| EP | EP2 | 0.665 | 0.037 | 17.88 3 | < .00 1 | 0.592 | 0.738 | 0.737 |
| | EP3 | 0.637 | 0.036 | 17.57 2 | < .00 1 | 0.566 | 0.708 | 0.727 |
| | EP5 | 0.607 | 0.034 | 17.79 1 | < .00 1 | 0.540 | 0.674 | 0.734 |

Description : Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Sustainable Lifestyle (SL), Unity in Diversity/ Bhinneka Tunggal Ika (UD), Entrepreneurship (EP)

Figure 1

Model Plot of KT P5



To assess the validity and reliability of the model, we employed metrics such as Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α . The findings confirm the model's validity and reliability, with the AVE for each dimension of the Pancasila student profile enhancement project's themes exceeding 0.5. The average reliability coefficients were $\omega = 0.945$ and $\alpha = 0.825$, detailed in Table 5.

Table 5

Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α

| Factor | AVE | Coefficient ω | Coefficient α |
|--|-------|----------------------|----------------------|
| Nurture Their Spirit and Body (NS) | 0.707 | 0.923 | 0.923 |
| Local Wisdom (LW) | 0.696 | 0.919 | 0.918 |
| Engineering and Technology (ET) | 0.669 | 0.910 | 0.910 |
| Voice of Democracy (VD) | 0.660 | 0.906 | 0.906 |
| Sustainable Lifestyle (SL) | 0.643 | 0.899 | 0.900 |
| Unity in Diversity/ <i>Bhinneka Tunggal Ika</i> (UD) | 0.603 | 0.883 | 0.882 |
| Entrepreneurship (ED) | 0.543 | 0.826 | 0.826 |
| Average | | 0.945 | 0.825 |

Analysis of Students' Theme Selection Trends Based on P5 Test Results

To examine the preferences of students based on percentages, Table 6 reveals that the theme "Bhinneka Tunggal Ika" received the highest percentage of selections from male students, at 73.18%. In contrast, female students predominantly chose the "Local Wisdom" theme, at 71.86%. Following this, the "Local Wisdom" theme was selected by 68.20% of male students, and the "Voice of Democracy" theme was the second highest choice for female students, at

68.068%. The third-ranking theme, "Build the Spirit and Body," was chosen by 67.82% of male students, and the "Sustainable Lifestyle" theme was selected by 67.68% of female students as their third choice.

Table 6

Percentages Students' Theme Selection Trends Based on P5 Test Results

| Gender | Category | Theme | | | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | (NS) | (LW) | (ET) | (VD) | (SL) | (UD) | (EP) |
| | | % | % | % | % | % | % | % |
| Male | Low | 9.58 | 5.75 | 7.28 | 8.81 | 6.51 | 4.98 | 1.15 |
| | Moderate | 22.61 | 26.05 | 25.29 | 25.29 | 26.82 | 21.84 | 51.34 |
| | High | 67.82 | 68.20 | 67.43 | 65.90 | 66.67 | 73.18 | 47.51 |
| Female | Low | 7.61 | 6.84 | 6.84 | 4.94 | 6.08 | 4.56 | 1.90 |
| | Moderate | 28.90 | 21.29 | 27.76 | 27.00 | 26.24 | 28.14 | 48.29 |
| | High | 63.50 | 71.86 | 65.40 | 68.06 | 67.68 | 67.30 | 49.81 |

Discussion

To identify the themes of the Pancasila Student Profile Strengthening Project, a measurement tool is needed to provide input to schools about the dimensions of the Pancasila Student Profile Strengthening Project themes to be implemented. Thus, the Pancasila Student Profile Strengthening Project should be implemented based on the students' needs assessment, and the school can finally implement the Pancasila Student Profile Strengthening Project. In the Pancasila Student Profile Strengthening Project activities, students can learn about essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. This allows students to take real action in addressing these issues according to their learning stages and needs, and this research fulfills this objective.

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4 The Pancasila Student Profile Strengthening Project (P5) represents an initiative to achieve
5
6 the Pancasila Student Profile through a new paradigm of project-based learning. By implementing
7
8 P5, educators are expected to facilitate the learning process, helping students to develop their
9
10 capacities and cultivate noble character traits as outlined in the Pancasila Student Profile. This
11
12 project, serving as a means to attain the Pancasila Student Profile, offers students the opportunity
13
14 to "experience knowledge" to strengthen their character and allow them to learn from their
15
16 environment[45].
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21 The Pancasila Student Profile Strengthening Project, utilizing the KT P5 for needs
22
23 assessment, is a crucial tool for understanding the students' needs concerning the P5 theme
24
25 implementation. This effort enhances the effectiveness of the P5 projec[7] and brings about
26
27 significant changes across different educational sectors.
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31 The introduction of the KT P5 questionnaire has had significant implications, particularly
32
33 for school teachers, as it highlights that their preferred thematic choices may differ from those of
34
35 the students. Traditionally, theme selection has been predominantly teacher-driven; however, this
36
37 questionnaire facilitates access to data on students' dominant thematic preferences. This impact
38
39 extends to how teachers set objectives to equip students with necessary competencies, thus
40
41 enriching their skills. Themes can be revisited or replaced to ensure the exploration of all available
42
43 options each year[7]. Educational institutions must ensure documentation and portfolio recording
44
45 of profile projects at the educational unit level to guarantee comprehensive theme coverage.
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50 The project is pivotal for students in strengthening their character and fostering
51
52 competencies needed for proactive global citizenship. It empowers students to plan and maintain
53
54 their learning activities effectively, developing essential skills, attitudes, and knowledge for
55
56 managing projects over time. Moreover, the project enhances students' ability to solve problems
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4 in various learning environments, encourages them to take on responsibilities, and fosters
5 awareness of community issues. It also promotes respect for the learning process and instills pride
6
7 in their achievements. The Operational Management Working Group facilitates quicker problem-
8
9 solving and fosters closer stakeholder relationships and cooperation in implementing the pioneer
10
11 school program[46].
12
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15
16 Inspirational schools focus on holistically developing students' learning outcomes[47].
17
18 This is achieved by realizing the Pancasila student profile, which includes literacy and numeracy
19
20 competencies and character. Therefore, implementing this project is crucial for creating an
21
22 effective learning environment and supporting the overall growth of students.
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26 The existence of the P5 Theme Questionnaire (KT P5) for the Pancasila Student Profile
27
28 Strengthening Project is expected to serve as a measurement tool to identify the priority themes
29
30 of the Pancasila Student Profile Strengthening Project that meet the needs of students. This can
31
32 encourage the optimal implementation of the Pancasila Student Profile Strengthening Project in
33
34 promoting students to become competent lifelong learners, develop strong character, and behave
35
36 according to Pancasila values[2–5,10]. By utilizing these surveys, students can experience
37
38 greater engagement in the learning journey and perceive themselves as actively contributing to
39
40 the transformation of their behavior. This heightened involvement can boost students' motivation
41
42 and foster a more profound commitment to shaping the Pancasila student profile. The findings
43
44 from these surveys may be employed to reinforce and enhance the overall quality of character
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46 education for students.
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53 Research on the Pancasila student profile project questionnaire offers critical insights into
54
55 the cultural diversity and values of Indonesia, potentially enhancing global comprehension of
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57 these aspects. Such investigations highlight the significance of character education in educational
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4 frameworks to boost student engagement and inculcate values anchored in local wisdom[48,49].
5
6 Moreover, studies stress the importance of a holistic approach in developing learning models that
7
8 integrate character education, employing both quantitative and qualitative methods[50]. Delving
9
10 into the Pancasila student profile project questionnaire enables a deeper understanding of
11
12 character education and multiculturalism and provides a blueprint for promoting values related to
13
14 diversity, communal wisdom, and character building among students worldwide.
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19 Implementing Pancasila principles to shape student character, as evidenced by research
20
21 on Pancasila student profiles[51–55], can serve as a model for character education globally. By
22
23 utilizing questionnaires to assess and enhance student motivation and involvement, schools
24
25 worldwide can improve character education outcomes. The development and evaluation of
26
27 Pancasila student profiles offer a structured approach to fostering desirable student traits. This
28
29 research contributes to a broader international dialogue on effective character education
30
31 practices, facilitating a global knowledge exchange to enhance student character development.
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36 Research on the Pancasila student profile project questionnaire in Indonesia provides
37
38 valuable insights for enhancing student character education globally. The noble qualities
39
40 highlighted in the Pancasila student profile, such as critical reasoning, creativity, and global
41
42 cooperation, inspire educators worldwide to develop character education programs. The
43
44 importance of experiential learning methods in bridging the gap between moral knowledge and
45
46 embodiment is underscored[51,56]. These initiatives not only benefit local communities but also
47
48 have the potential to influence character education practices on a global scale. Emphasizing
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50 character education alongside technological advancements is crucial for cultivating well-rounded
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52 individuals in today's rapidly changing world[57].
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Strengths and limitations of the study

o our knowledge, this research is pioneering in developing and validating a questionnaire to identify the themes of the Pancasila Student Profile Strengthening Project in pioneer schools in Indonesia. The study engaged 524 respondents to evaluate 34 items, adhering to the guidelines of the Pancasila Student Profile Strengthening Project established by the Indonesian Ministry of Education and Culture, Research, and Technology. These guidelines encompass seven themes at the junior high school level in pioneer schools. A significant strength of this study is the novelty of the questionnaire, as there has not yet been an instrument capable of measuring and identifying themes within the Pancasila Student Profile Strengthening Project. This questionnaire is anticipated to serve as a solution for pinpointing the thematic choices favored by students.

However, the study also has limitations, primarily its scope confined to the Indonesian context, particularly within pioneer schools at the junior high school level, focusing on Grade 7 students. Additionally, the development of the instrument did not incorporate the emerging trend of artificial intelligence (AI), which is increasingly prevalent in education and other aspects of life. Future generations will likely interact with AI regularly, making it crucial to integrate AI-related themes into educational instruments. AI has the potential to enhance education by promoting critical thinking, as discussed in the literature on the role of AI in education[58,59]. Incorporating AI in the curriculum can help students develop better critical thinking skills and a deeper understanding of AI's context and applications.

Conclusion

The 34-item questionnaire, framed within the seven identified themes of the Pancasila Student Profile Strengthening Project (P5 Themes), has been validated and proven reliable for

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3
4 discerning the thematic preferences of students in pioneer schools. However, there is a need for
5
6 further research to corroborate the questionnaire's reliability and validity across a broader sample
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8 size, aiming to extend the generalizability of the findings, particularly among high school and
9
10 elementary school students.
11

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13
14 This study has established the psychometric properties of validity and reliability scales,
15
16 creating a practical tool for educators to identify the themes that align with student needs. The
17
18 questionnaire items were designed to test seven factors (NSS, LW, ET, VD, SL, UD, EP), revealing
19
20 internal consistency among the items after evaluating the factor loadings for each item specifically
21
22 through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), along with
23
24 acceptable Average Variance Extracted (AVE) for validity and reliability of the factors.
25
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29 Male students tended to prefer themes with the highest percentages, including Unity in
30
31 Diversity (Bhinneka Tunggal Ika), Local Wisdom, and Nurture Their Spirit and Body. Female
32
33 students, on the other hand, favored Local Wisdom, Voice of Democracy, and Sustainable
34
35 Lifestyle. These results indicate that specific themes must be prioritized in program activities to
36
37 facilitate the implementation of student-chosen themes. Educational institutions must optimize
38
39 school resources to monitor the progress of student projects and address the challenges
40
41 encountered, thereby enabling students to overcome obstacles in project execution, especially by
42
43 making 'Pancasila' a moral foundation to maintain mental health [60].
44
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The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

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Abstract

The Pancasila Student Profile Strengthening Project/ *Projek Penguatan Profil Pelajar Pancasila* (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/ *Kuesioner Tema* (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project.

Keywords: Pancasila Student Profile, Pioneer Schools, Curriculum, Questionnaire, Validation, Educational Themes, KT P5, Independent Curriculum, Indonesia

The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Introduction

The Pancasila Student Profile Strengthening Project, commonly referred to as P5, is integral to the implementation of Indonesia's Independent Curriculum development[1]. The Pancasila Student Profile Strengthening Project aims to cultivate Pancasila students who can act in accordance with Pancasila values, namely, believing in and devoting to God Almighty, embracing global diversity, fostering cooperation, achieving independence, and engaging in critical and creative thinking. The concept of the Pancasila Student Profile encompasses a set of character traits and competencies expected to be achieved by students based on the noble values of Pancasila[2–4].

This initiative carries the philosophical significance that Indonesian students should be competent lifelong learners, possess strong character, and behave in alignment with Pancasila values [5]. The values of Pancasila are founded on the 1945 Constitution[6]. The Pancasila student profile translates the national education goals and serves as the primary reference for directing educational policies, including guiding educators in building the character and competencies of students [7]. All stakeholders must comprehend the Pancasila student profile due to its essential role.

The Pancasila Student Profile Strengthening Project employs a project-based learning approach[3]. The process and progression that each student undergoes in solving problems within the project are paramount, allowing students to perceive knowledge as a character-strengthening process and providing opportunities to learn from their surrounding environment. In executing the P5 project, the Ministry of Education, Culture, Research, and Technology of the

Republic of Indonesia offers several project theme options that can be implemented by academic units classified as pioneer schools. Pioneer schools can choose themes to undertake at each phase according to regulations. Junior high schools implement three to four themes in one academic year[7]. However, schools often encounter challenges in theme implementation, primarily due to difficulties in aligning these themes with student needs[3]. The Pancasila Student Profile Strengthening Project themes are executed by educational institutions annually, tailored to the relevant issues within the students' community. At the junior high school level, phase D requires selecting and determining three themes annually[8].

The Operational Management Working Group discussions, initiated monthly since early 2022 with academic units identified as pioneer schools, have highlighted the need for an instrument to identify Pancasila Student Profile (P5) themes based on student needs. Despite existing guidelines for developing projects to enhance the Pancasila student profile, there is a noted absence of a measure to determine students' genuine preferences among the available themes. Under educator supervision, these guidelines suggest that students discuss and select issues for in-depth examination in subsequent phases. However, in Indonesia, no instrument has been established to gauge the identification of P5 themes reflecting student needs. Such a tool is crucial for pioneer schools to comprehend the students' requirements concerning the chosen and implemented P5 themes, with the findings aiding discussions among school stakeholders about P5 theme determination. The P5 theme questionnaire has been crafted following the guidelines for the Pancasila student profile strengthening project provided by the Indonesian Ministry of Education, Culture, Research, and Technology [1–5,7–9].

From the background mentioned, this study aims to ascertain:

1. What are the results of the Exploratory Factor Analysis (EFA) for each proposed P5 theme?
2. What are the model fitness results from the Confirmatory Factor Analysis (CFA) on the P5 themes?
3. What are the outcomes in identifying students' preferences in choosing their desired themes based on the P5 theme test results?

Literature Review

The themes of the project that pioneer schools can carry out are listed in the Pancasila Profile Strengthening Project Guide[2–5,10], namely:

Under the **Sustainable Lifestyle** theme, students must understand human activities' short-term and long-term impacts on global and local environmental sustainability. They are encouraged to cultivate environmentally friendly behaviors, recognize potential sustainability crises in their environment, and develop strategies to address and mitigate these issues.

Integrating the Sustainable Lifestyle theme within the independent curriculum of the Pancasila Student Profile Strengthening Project aims to ensure that educators, including teachers and principals, comprehend the essence of sustainable living. This understanding should enable them to motivate and guide students in adopting sustainable practices seamlessly integrated with the Pancasila Student Profile Strengthening Project [11]. Sustainable living is characterized by distinct patterns of thought, existence, and actions anchored in a "socio-ecological" framework[12], identifying various contributions and conditions that facilitate a shift in approach alongside the challenges faced by the environmental education sector in promoting responsible environmental behavior[13]. Campaigns to raise awareness of sustainable living, primarily targeting children, should include provisions for family and peer involvement to sustain actions at both individual and familial levels[14].

In the "**Local Wisdom**" theme, students develop their curiosity and inquiry skills by exploring their community or region's local cultural wisdom and evolution. The integration of local wisdom values is advocated to foster a new paradigm in global competencies, aiming to achieve a Pancasila student profile through character education in pioneer schools[15]. It is highly recommended that local wisdom be incorporated into the educational content and that

time be allocated for discussions on local wisdom [16]. Moreover, when focusing on the Local Wisdom theme, educators are urged to consider specific factors in formulating learning objectives and indicators. This approach ensures a more proportional and comprehensive implementation of the Pancasila student profile within the local wisdom context[17]. Developing national character and multicultural education based on local wisdom requires meticulous planning, organizing, executing, and monitoring [18]. A local wisdom-based model enhances student learning outcomes[18].

In the "**Unity in Diversity/Bhinneka Tunggal Ika**" theme, students learn to recognize and promote a culture of peace and anti-violence while constructing respectful dialogues concerning diversity and the values embedded in their teachings. They explore the perspectives of various religions and beliefs, undertaking a critical and reflective examination of negative stereotypes and their repercussions on conflict and violence. As part of the prototype curriculum in pioneer schools, the Unity in Diversity Project effectively facilitates the reinforcement of the Pancasila student profile, offering students and educators a comprehensive and meaningful opportunity to contextually observe the societal realities that schools aim to study[9]. The terms "Bhinneka" (diverse), "Tunggal" (one), and "Ika" (that) collectively convey the message of unity in diversity, symbolizing "different but still one"[19]. Using a hermeneutical approach, researchers identified six character values within the "Unity in Diversity" motto: religiosity, global diversity, cooperation, bravery and willingness to sacrifice, love, and intelligence[20].

Nurture Their Spirit and Body. Students build awareness and skills to maintain physical and mental health for themselves and those around them. Students research and discuss issues related to well-being and bullying and strive to find solutions. They also examine issues related to physical and mental health and well-being, including drug issues, pornography, and

reproductive health—the need for a safe school environment for students[7]. A safe school is one that protects children in the learning process in terms of health, safety, and security. The government aims to cultivate students' character to foster positive attitudes. This endeavor aligns with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015, which posits that character cultivation habituates positive attitudes and behaviors in school environments[21]. Such an approach is based on the consideration that there is still an underemphasis on implementing fundamental human values rooted in Pancasila. Understanding these values is often confined to a conceptual level and is yet to be actualized into tangible values within the school, family, and community environment.

Voice of Democracy. This theme expects students to utilize systems thinking skills, explaining the relationship between the role of the individual and the sustainability of Pancasila democracy. Through this learning, students reflect on the meaning of democracy and understand the implementation of democracy and its challenges in different contexts, including school organizations and the world of work. Several perspectives underscore the significance of students learning about democratic voices. For instance, it investigates several core values supporting student expression by striving to understand the values encapsulated in their voices[22]. The relationship between student consultation and participation reflects the legacy of progressive school democratic traditions. These traditions emphasize teaching about democracy as an investment for the future and applying democratic principles in everyday school life, fostering a whole school culture where student opinions are valued and have a place[23]. The experience of expressing student voices in schools, on themselves and their classmates, is positively related to students' attitudes to act democratically[24]. These findings underline the importance of the opportunities to practice expressing democratic voices in schools for all

students. This research also illustrates the importance of schools as a foundation for learning about citizenship practices. Student voices can help increase tension and focus on pressing issues when needed; it can also help alleviate the turmoil in individual teenagers and school contexts that require resolution[25].

In the "**Engineering and Technology**" theme, students must cultivate critical thinking, creativity, innovation, and empathy by designing and creating technological solutions that benefit their activities and community. By addressing local problems through innovative and technological means, students foster a culture of intelligent society, blending social and technological advancements. The research underscores the importance of designing training programs that enhance students' digital literacy while integrating social-emotional competencies and developing practical digital functions for modern society[26]. Students' perception of engineering provides a foundation for developing curriculum activities or materials that introduce them to engineering work and the design process, particularly for high school students[27]. Furthermore, to enhance student skills, this research ultimately advocates for integrating 21st-century skills in classrooms to meet the demands of the workforce[28].

Entrepreneurship. This theme emphasizes the importance of learners identifying local economic potentials, understanding the challenges inherent in developing such potentials, and recognizing their relation to environmental, social, and community welfare aspects. Through these activities, creativity and an entrepreneurial culture will be fostered and developed. Learners also expand their horizons regarding future opportunities, become sensitive to community needs, develop skilled problem-solving abilities, and prepare to become professional workforce members with complete integrity. Students require an educational program that includes syllabi and curricula integrating entrepreneurship, allowing them to display their abilities and

demonstrate them in the field. By completing tasks, students can showcase their interest in entrepreneurship in the classroom and through internship actions[29]. Entrepreneurial education positively affects students' entrepreneurial intentions and mindset. This research finding demonstrates that the entrepreneurial mindset successfully mediates the relationship between entrepreneurial education and students' entrepreneurial intentions [30].

The themes, as presented above, are determined following the stages of the academic unit, wherein the educational unit is eventually expected to enter the advanced stage, where each class examines different issues according to the students' choices. Students can choose different issues to provide advanced-stage challenges. However, determining this theme still poses an obstacle for pioneer schools in identifying the themes that must be implemented in one academic year; pioneer schools are still confused about which theme to choose. Considering that in determining the theme, it is also necessary to pay attention to the aspirations of the students, a needs assessment is required to determine the theme according to the needs of the students. The determination of the theme should not solely come from teachers or school principals. This phenomenon has been occurring in pioneer schools. They wish to conduct a needs assessment of the theme according to the needs of the students, but there is no tool yet to measure it. In the curriculum scheme, the implementation of the Pancasila Student Profile Strengthening Project is found in the formulation of Kepmendikbudristek No.56/M/2022 regarding Guidelines for Curriculum Implementation in the Framework of Learning Recovery, which states that the Curriculum Structure at the Early Childhood level and Basic and Secondary Education consists of extra-curricular learning activities and Pancasila Student Profile Strengthening Projects[31].

Method

Materials and Method

This research uses ten schools categorized as pioneers for junior high school levels. Why pioneer schools? In implementing the Free Curriculum, these schools are model schools designated by the Indonesian government to strengthen the Pancasila student profile. The questionnaire was developed in Banjarmasin, Banjarbaru, and Banjar Regency, Indonesia. The respondents of this study were 524 students, consisting of 261 male students and 263 female students, with a mean age of 13.025 and a standard deviation of 0.714. The respondents are junior high school students who are implementers of the pioneer school program, carrying out the implementation of the Free Curriculum, with one of their activities being the project of strengthening the Pancasila student profile. These schools are located in Banjarmasin, Banjarbaru, and Banjar Regency. The samples were all grade 7 students in three school districts, pioneer schools implementing the Pancasila student profile program. The paper-based data collection method was distributed directly to students. Filling out the questionnaire was voluntary, and the time required to complete it was around 60 minutes.

Determining an adequate sample size for accurately representing a population has been a subject of extensive scholarly debate for several decades. Initial recommendations were often based on ratios of the number of variables to factors, such as 5:1 or 10:1, or on specific participant counts, like 100 or 200[32]. In this study, with 34 items and 524 respondents, it can be concluded that the sample size meets the requirements for developing the questionnaire. This research utilized a saturated sample from pioneer schools in Banjarmasin, Banjarbaru, and Banjar districts. Data analysis was performed using JASP software version 0.18.3.0.

Categorization Criteria

Student choices among themes were categorized into three levels: high, medium, and low, following specific categorization methods[33]. It is important to note that the scores for each theme (NS, LW, ET, VD, SL, UD, and EP) are considered individually, not as a sum of the themes. For the themes NS, LW, ET, VD, SL, and UD, scores of 10 or below are categorized as low, scores between 11 and 20 are categorized as medium, and scores above 20 are categorized as high. For the EP theme, scores of 9 or below are categorized as low, scores between 10 and 17 are categorized as medium, and scores of 18 or above are categorized as high.

Ethic

The second author, designated as a certified trainer in the First Generation of School Movers Program by the Director-General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of Indonesia (Reference Number: 5465/B/KP.04.00/2021), subsequently entered into a collaboration agreement with the Kalimantan Selatan Teacher Mover Center (Reference Number: 602/B7.16/KS.00.00/2022). This agreement facilitated the researcher's access to the three schools that formed the basis of the research sample. The ethical committee of the Kalimantan Selatan Teacher Mover Center granted ethical approval for this procedure. The researchers secured a recommendation letter to conduct the study from the Dean of the Faculty of Teacher Training and Education at Lambung Mangkurat University, with the reference number 1077a/UN8.1.2.4/KP/2023, to be submitted to the school principals. Moreover, the researcher obtained permission from the school principals in Banjarmasin City, Banjarbaru City, and Banjar Regency to collect data.

Data were collected from students who provided informed consent to participate in the study. Three days prior to distributing the instruments, the researchers collaborated with the

school principals to announce the study to the parents. Parents who did not consent to their child's participation were asked to fill out and sign a refusal form, which was then submitted to the class teacher before the day of data collection. In this study, all parents gave their consent, allowing their children to participate in the research.

Prosedur

This questionnaire was created by conceptually reviewing the guidelines for the Pancasila Student Profile Strengthening Project, academic studies of the curriculum for learning recovery, and studies on the development of the Pancasila student profile. The theme of the Pancasila Student Profile Strengthening Project is applied at the Early Childhood Education level, Elementary School, High School, and Vocational School in pioneer schools. However, we are focused on developing a P5 theme questionnaire for junior high schools.

The process of developing the questionnaire incorporated various stages, and these stages include[34–36]:

1. Phase 1: Construct Conceptualization. This questionnaire was created by conceptually reviewing the guidelines for the Pancasila Student Profile Strengthening Project, academic studies of the curriculum for learning recovery, and studies on the development of the Pancasila student profile.
2. Phase 2: Item Creation and Modification. This phase involved the creation of items for the draft questionnaire and subsequent modifications based on feedback from an expert panel to ensure satisfactory content validity. During this phase, 35 items were developed, aligning with the seven themes of the Pancasila Student Profile Strengthening Project, with each theme represented by five statement items. Feedback included suggestions for revisions due to several typographical errors in the item

- statements. The response scale for these items ranged from "Strongly Disagree" to "Strongly Agree," encompassing "Somewhat Disagree," "Neither Agree nor Disagree," and "Agree" to capture a comprehensive spectrum of respondent attitudes.
3. Phase 3: Preliminary Review. This phase entailed conducting a preliminary review to assess the questionnaire's completeness and readability, involving 15 selected students. These students were asked to evaluate the clarity and understandability of the items across each thematic dimension, using a scale where 1) indicated the item was unclear and not understandable, 2) somewhat clear and understandable, 3) clear and understandable, and 4) very clear and easy to understand. This process aimed to ensure the face validity of the questionnaire. The face validity was quantitatively measured using the Face Validity Index (FVI), where the average score obtained was 0.97, exceeding the acceptable threshold of 0.83[37,38].
 4. Phase 4: Data Collection and Exploratory Factor Analysis (EFA). Exploratory Factor Analysis (EFA) enables researchers to investigate shared factors contributing to participants' reactions to research tools. One notable advantage of EFA is its ability to pinpoint fundamental factors shaping the observed variables. EFA serves as a valuable instrument for comprehending the inherent structure of variables, offering insights that can guide subsequent analyses and contribute to the development of theories.
 5. Phase 5: Confirmatory Factor Analysis (CFA). This phase involved conducting confirmatory factor analysis to check construct validity. We sampled seventh-grade students in pioneer schools at the junior high level in Banjarmasin, Banjarbaru, and Banjar Regency, amounting to ten pioneer schools, from February to May 2023. After

the data was collected, we conducted an EFA, a technique widely used in exploring theoretical constructions, to determine the factorial structure of the questionnaire and explore which items collectively constitute a construct following each theme.

6. Phase 6: Assessing Multidimensionality and Reliability. For the statistical hypothesis test of the EFA results about item construction on each theme, we calculated CFA using a reference basis of $RMSEA = <0.08$, $CFI = >0.9$, $TLI > 0.9$, $SRMR = <0.08$. Convergent validity is met if the AVE value is greater than or equal to 0.5[39].

Results

Exploratory Factor Analysis (EFA) P5 Theme

The testing of this questionnaire commenced with an Exploratory Factor Analysis (EFA) to ascertain the factor loadings for each theme for which items had been devised. Table 1 displays the EFA results, indicating the measure of sampling adequacy through the Kaiser-Meyer-Olkin (KMO) values for each thematic dimension and a Barlett's Test result of 0.001, suggesting statistical significance. Factor loadings for each item were above 0.7, except for item number 34, which had a factor loading of 0.663 and was excluded from further analysis in the EFA, resulting in the entrepreneurship dimension containing only four items. Factor loadings of .30 to .40 are minimally acceptable, and values greater than .50 are generally considered significant for practical purposes; the correlation factor is not critical for theme sequence determination in this study[32]. This allows each school to freely implement any theme based on the needs of the students, as per the guidelines of the Directorate of Primary and Secondary Education[40].

Initially, the questionnaire comprised 35 items, but item number 34 ("I want to practice entrepreneurship immediately") was excluded from subsequent calculations due to its factor loading being less than 0.7, reducing the total to 34 items. The results of the Exploratory Factor Analysis (EFA) for these 34 items, with factor loadings greater than 0.70, are presented in Table 1.

Table 1*Value Factor Loading Exploratory Factor Analysis*

| Item Code | Item | Factor Loading | | | | | | |
|-----------|--|----------------|-------------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| NS3 | <i>id_Siswa di sekolah perlu memperoleh informasi tentang pergaulan remaja</i> en_ Students at school need to obtain information about teenage interactions. | 0.86 | | | | | | |
| NS1 | <i>id_Saya ingin di sekolah saya bebas dari adanya bullying</i> en_ I want my school to be free from bullying. | 0.85 | | | | | | |
| NS5 | <i>id_Sekolah mengembangkan kegiatan yang berbasis digital</i> en_ The school develops digital-based activities. | 0.84 | | | | | | |
| NS2 | <i>id_Sekolah menurut saya perlu mengembangkan program anti narkoba</i> en_ In my opinion, schools need to develop an anti-drug program. | 0.83 | | | | | | |
| NS4 | <i>id_Sekolah memiliki program anti bullying</i> en_ The school has an anti-bullying program. | 0.80 | | | | | | |
| LW3 | <i>id_Saya masih perlu banyak mengenal sistem budaya daerah local</i> en_ I still need to learn a lot about the local cultural system. | | 0.87 | | | | | |
| LW1 | <i>id_Saya bangga dengan kearifan lokal daerah</i> en_ I am proud of the local wisdom of my area. | | 0.86 | | | | | |
| LW2 | <i>id_Saya suka mempelajari asal usul suatu budaya daerah</i> en_ I like to study the origins of regional culture. | | 0.85 | | | | | |
| LW4 | <i>id_Sekolah mengundang ahli budaya untuk menampilkan kekhasan budaya local</i> en_ The school invites cultural experts to present local cultural specialties. | | 0.83 | | | | | |

| | | | | | | | |
|-----|---|--|-------------|-------------|--|--|--|
| LW5 | id_ <i>Sekolah mengadakan program untuk studi mengunjungi sistem tradisional suatu daerah</i> en_ The school organizes programs for studying traditional systems of an area. | | 0.74 | | | | |
| ET1 | id_ <i>Sekolah memiliki program digital untuk membuat konten kreatif</i> en_ The school has a digital program to create creative content. | | 0.84 | | | | |
| ET3 | id_ <i>Sekolah mengadakan lomba kegiatan berbasis digital bagi siswa</i> en_ The school held a digital-based activity competition for students. | | 0.84 | | | | |
| ET5 | id_ <i>Saya perlu mempelajari perkembangan inovasi teknologi</i> en_ I need to study the development of technological innovation. | | 0.83 | | | | |
| ET2 | id_ <i>Sekolah memiliki web/situs digital yang melibatkan siswa dalam mengisi konten</i> en_ The school has a web/digital site that engages students in creating content. | | 0.80 | | | | |
| ET4 | id_ <i>Sekolah melatih siswa berkerasi di bidang robotika</i> en_ The school trains students to be creative in the field of robotics. | | 0.76 | | | | |
| VD5 | id_ <i>Sekolah mengadakan pertemuan dengan siswa untuk menyampaikan aspirasi usulan kegiatan</i> en_ The school holds meetings with students to convey their aspirations and propose activities. | | | 0.85 | | | |
| VD3 | id_ <i>Sekolah mengundang ahli organisasi untuk melatih siswa berorganisasi</i> en_ The school invites organizational experts to train students in organizational skills. | | | 0.82 | | | |
| VD1 | id_ <i>Pemilihan OSIS dilakukan secara demokratis</i> en_ The Student Council election is carried out democratically. | | | 0.81 | | | |
| VD2 | id_ <i>The election of class presidents is carried out democratically.</i> en_ The election of class presidents is carried out democratically | | | 0.79 | | | |

| | | | | | | | | |
|-----|---|--|--|--|--|-------------|-------------|--|
| VD4 | id_ <i>Sekolah membuat program internship (magang) ke lembaga organisasi</i> en_ The school has an internship program for organizational institutions. | | | | | 0.77 | | |
| SL5 | id_ <i>Siswa semestinya memahami pentingnya menjaga kelestarian lingkungan dengan menjaga kebersihan</i> en_ Students should understand the importance of maintaining environmental sustainability by keeping cleanliness. | | | | | 0.83 | | |
| SL3 | id_ <i>Bencana alam seperti banjir perlu dicegah</i> en_ Natural disasters such as floods need to be prevented. | | | | | 0.82 | | |
| SL1 | id_ <i>Saya tertarik mempelajari proses pengolahan limbah sampah menjadi barang yang berguna</i> en_ I am interested in learning the process of converting waste into valuable goods. | | | | | 0.82 | | |
| SL2 | id_ <i>Dampak perubahan iklim membuat saya tertarik ingin mengetahui penyebabnya</i> en_ The impact of climate change makes me interested in knowing the causes. | | | | | 0.77 | | |
| SL4 | id_ <i>Menjaga kelestarian lingkungan sangat penting agar tidak terjadi krisis berkelanjutan</i> en_ Maintaining environmental sustainability is very important to prevent continuous crises. | | | | | 0.75 | | |
| UD3 | id_ <i>Tolong menolong dalam berteman kepada semua tanpa membedakan sangat penting bagi saya</i> en_ Helping each other in friendship with all people without discrimination is very important to me. | | | | | | 0.83 | |
| UD2 | id_ <i>Keberagaman berbagai suku di Indonesia sangat menarik untuk dipelajari</i> en_ The diversity of various tribes in Indonesia is exciting to study. | | | | | | 0.79 | |
| UD1 | id_ <i>Salin menghormati karena perbedaan asal suku sangat penting bagi saya</i> | | | | | | 0.78 | |

| | | | | | | | | |
|-----|--|--|--|--|--|--|-------------|-------------|
| | en_ Mutual respect for differences in ethnic origin is essential to me. | | | | | | | |
| UD4 | id_ <i>Saya suka berteman dengan berbagai orang yang berlatar belakang budaya berbeda</i> en_ I like to make friends with people from different cultural backgrounds. | | | | | | 0.75 | |
| UD5 | id_ <i>Saya sangat menghormati keberagaman budaya lingkungan tempat tinggal</i> en_ I respect the cultural diversity of my living environment. | | | | | | 0.71 | |
| EP2 | id_ <i>Siswa dilatih untuk melakukan praktik langsung dalam memasarkan produk karyanya</i> en_ Students are trained to do hands-on practice in marketing their work products. | | | | | | | 0.76 |
| EP3 | id_ <i>Sekolah mengundang orang yang sukses dalam berwirausaha</i> en_ The school invites successful entrepreneurs to speak. | | | | | | | 0.74 |
| EP1 | id_ <i>Sekolah memiliki program membuat kerajinan lokal bagi siswa</i> en_ The school has a program to make local crafts for students. | | | | | | | 0.74 |
| EP5 | id_ <i>Saya ingin belajar tentang wirausaha berbasis digital</i> en_ I want to learn about digital-based entrepreneurship. | | | | | | | 0.71 |
| EP4 | id_ <i>Saya ingin praktik langsung berwirausaha</i> en_ I want to practice entrepreneurship immediately. | | | | | | | 0.64 |

Cronbach's alpha was calculated based on a seven-factor model for questionnaire development. The Cronbach's alpha (α) for each factor across the respective themes was as follows: NS = 0.923, LW = 0.918, ET = 0.910, VD = 0.906, SL = 0.900, UD = 0.882, and EP = 0.826. Since Cronbach's alpha is commonly used to assess the internal consistency of an instrument, this testing involved averaging all correlations in each split-half combination. Instruments with more than two response options are suitable for this test. The Cronbach's alpha values range between 0 and 1, with a reliability score of 0.7 or higher being acceptable. All the mentioned values fall within acceptable reliability ratios[41,42]. The correlational analysis results are depicted in Table 2.

Furthermore, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.866, indicating that the sample size was adequate for factor analysis. Bartlett's test of sphericity was significant ($p = 0.001$), suggesting that the correlations between items were sufficiently large for principal component analysis. These results support the appropriateness of conducting exploratory factor analysis (EFA).

Table 2

Factor Correlations

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Factor 1 | 1.000 | 0.220 | 0.187 | 0.234 | 0.088 | 0.062 | -0.001 |
| Factor 2 | 0.220 | 1.000 | 0.084 | 0.027 | 0.037 | 0.070 | 0.162 |
| Factor 3 | 0.187 | 0.084 | 1.000 | 0.139 | 0.035 | -0.029 | -0.002 |
| Factor 4 | 0.234 | 0.027 | 0.139 | 1.000 | 0.046 | 0.119 | -0.016 |
| Factor 5 | 0.088 | 0.037 | 0.035 | 0.046 | 1.000 | -0.014 | 0.026 |

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|----------|----------|----------|----------|----------|----------|----------|
| Factor 6 | 0.062 | 0.070 | -0.029 | 0.119 | -0.014 | 1.000 | 0.021 |
| Factor 7 | -0.001 | 0.162 | -0.002 | -0.016 | 0.026 | 0.021 | 1.000 |

Confirmatory Factor Analysis (CFA) on the P5 theme

After determining factor loadings through Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) was conducted. CFA represents a more advanced technique for testing validity, used to ascertain whether the indicators accurately represent the theoretical constructs of the research[43]. In this study, the results of the CFA, as indicated by Bartlett's test of sphericity, yielded a chi-square (X^2) value of 11214.624 with degrees of freedom (df) = 561 and a p-value of less than 0.001, confirming the model's suitability.

For the model test, it can be seen in Table 3 where RMSEA = 0.025 (<0.05), CFI = 0.984 (>0.9), GFI = 0.991 (>0.9), NFI = 0.940 (>0.9), TLI = 0.982 (>0.9), and IFI = 0.982 (>0.9).

Table 3

Model Fit indices

| Index | Value | Model |
|---|-------|-------|
| Root mean square error of approximation (RMSEA) | 0.025 | fit |
| Comparative Fit Index (CFI) | 0.984 | fit |
| The goodness of fit index (GFI) | 0.991 | fit |
| Bentler-Bonett Normed Fit Index (NFI) | 0.940 | fit |
| Tucker-Lewis Index (TLI) | 0.982 | fit |
| Bollen's Incremental Fit Index (IFI) | 0.982 | fit |

Furthermore, the factor loadings from Confirmatory Factor Analysis (CFA), as shown in Table 4, demonstrate that the items on this factor are capable of measuring the dimensions of the Pancasila Profile Strengthening Project theme[28,42,44].

Table 4

Factor loadings

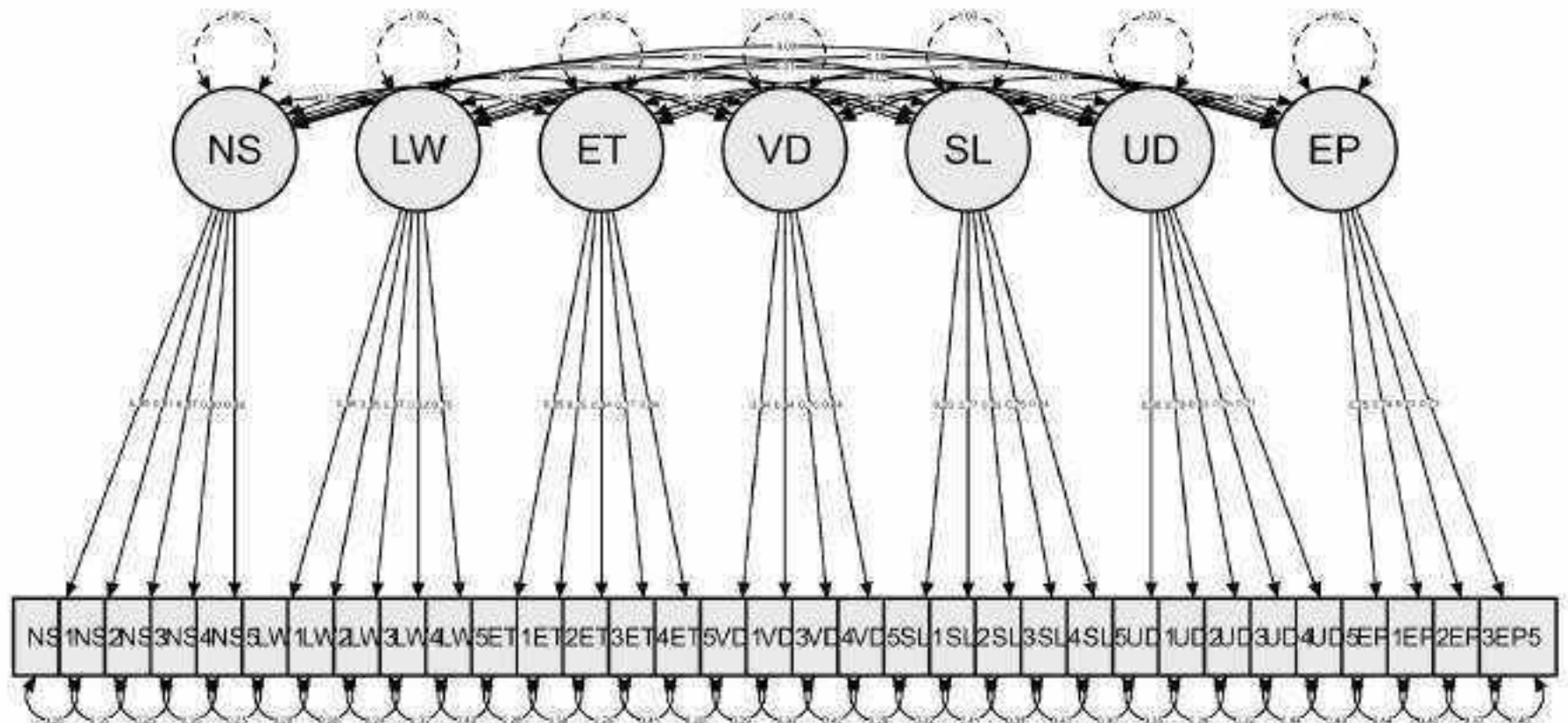
| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|------------|------------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| NS | NS1 | 0.909 | 0.038 | 24.21 5 | < .00 1 | 0.836 | 0.983 | 0.860 |
| | NS2 | 0.826 | 0.038 | 21.90 7 | < .00 1 | 0.752 | 0.900 | 0.807 |
| | NS3 | 0.911 | 0.037 | 24.42 9 | < .00 1 | 0.838 | 0.984 | 0.865 |
| | NS4 | 0.863 | 0.040 | 21.80 3 | < .00 1 | 0.785 | 0.940 | 0.804 |
| | NS5 | 0.884 | 0.036 | 24.36 1 | < .00 1 | 0.813 | 0.956 | 0.864 |
| L W | LW1 | 0.888 | 0.037 | 23.67 6 | < .00 1 | 0.814 | 0.961 | 0.850 |
| | LW2 | 0.878 | 0.037 | 23.64 5 | < .00 1 | 0.805 | 0.950 | 0.849 |
| | LW3 | 0.920 | 0.037 | 24.74 4 | < .00 1 | 0.847 | 0.993 | 0.873 |
| | LW4 | 0.881 | 0.039 | 22.48 0 | < .00 1 | 0.804 | 0.957 | 0.822 |
| | LW5 | 0.742 | 0.037 | 20.12 4 | < .00 1 | 0.669 | 0.814 | 0.763 |
| ET | ET1 | 0.865 | 0.037 | 23.59 3 | < .00 1 | 0.793 | 0.937 | 0.851 |
| | ET2 | 0.774 | 0.037 | 20.91 3 | < .00 1 | 0.701 | 0.846 | 0.786 |
| | ET3 | 0.853 | 0.037 | 23.17 3 | < .00 1 | 0.781 | 0.925 | 0.841 |
| | ET4 | 0.786 | 0.039 | 20.30 5 | < .00 1 | 0.710 | 0.862 | 0.770 |

| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|------------|------------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| | ET5 | 0.800 | 0.035 | 23.17 9 | < .00 1 | 0.733 | 0.868 | 0.841 |
| VD | VD1 | 0.828 | 0.036 | 22.80 7 | < .00 1 | 0.757 | 0.899 | 0.833 |
| | VD2 | 0.751 | 0.037 | 20.32 9 | < .00 1 | 0.679 | 0.824 | 0.771 |
| | VD3 | 0.836 | 0.036 | 23.01 6 | < .00 1 | 0.765 | 0.907 | 0.838 |
| | VD4 | 0.788 | 0.039 | 20.32 2 | < .00 1 | 0.712 | 0.864 | 0.771 |
| | VD5 | 0.807 | 0.035 | 23.39 8 | < .00 1 | 0.740 | 0.875 | 0.847 |
| SL | SL1 | 0.810 | 0.036 | 22.40 6 | < .00 1 | 0.739 | 0.881 | 0.826 |
| | SL2 | 0.742 | 0.037 | 20.13 5 | < .00 1 | 0.670 | 0.814 | 0.769 |
| | SL3 | 0.814 | 0.036 | 22.51 7 | < .00 1 | 0.743 | 0.884 | 0.829 |
| | SL4 | 0.779 | 0.040 | 19.55 4 | < .00 1 | 0.701 | 0.857 | 0.753 |
| | SL5 | 0.790 | 0.035 | 22.80 3 | < .00 1 | 0.722 | 0.858 | 0.835 |
| UD | UD1 | 0.757 | 0.036 | 21.04 8 | < .00 1 | 0.687 | 0.828 | 0.798 |
| | UD2 | 0.745 | 0.036 | 20.47 1 | < .00 1 | 0.673 | 0.816 | 0.784 |
| | UD3 | 0.806 | 0.036 | 22.17 8 | < .00 1 | 0.734 | 0.877 | 0.827 |
| | UD4 | 0.755 | 0.039 | 19.30 9 | < .00 1 | 0.679 | 0.832 | 0.751 |
| | UD5 | 0.644 | 0.036 | 17.94 4 | < .00 1 | 0.574 | 0.714 | 0.713 |
| EP | EP1 | 0.639 | 0.035 | 18.25 6 | < .00 1 | 0.570 | 0.708 | 0.750 |
| | EP2 | 0.665 | 0.037 | 17.88 3 | < .00 1 | 0.592 | 0.738 | 0.737 |
| | EP3 | 0.637 | 0.036 | 17.57 2 | < .00 1 | 0.566 | 0.708 | 0.727 |
| | EP5 | 0.607 | 0.034 | 17.79 1 | < .00 1 | 0.540 | 0.674 | 0.734 |

Description : Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Sustainable Lifestyle (SL), Unity in Diversity/ Bhinneka Tunggal Ika (UD), Entrepreneurship (EP)

Figure 1

Model Plot of KT P5



To assess the validity and reliability of the model, we employed metrics such as Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α . The findings confirm the model's validity and reliability, with the AVE for each dimension of the Pancasila student profile enhancement project's themes exceeding 0.5. The average reliability coefficients were $\omega = 0.945$ and $\alpha = 0.825$, detailed in Table 5.

Table 5

Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α

| Factor | AVE | Coefficient ω | Coefficient α |
|--|-------|----------------------|----------------------|
| Nurture Their Spirit and Body (NS) | 0.707 | 0.923 | 0.923 |
| Local Wisdom (LW) | 0.696 | 0.919 | 0.918 |
| Engineering and Technology (ET) | 0.669 | 0.910 | 0.910 |
| Voice of Democracy (VD) | 0.660 | 0.906 | 0.906 |
| Sustainable Lifestyle (SL) | 0.643 | 0.899 | 0.900 |
| Unity in Diversity/ <i>Bhinneka Tunggal Ika</i> (UD) | 0.603 | 0.883 | 0.882 |
| Entrepreneurship (ED) | 0/543 | 0.826 | 0.826 |
| Average | | 0.945 | 0.825 |

Analysis of Students' Theme Selection Trends Based on P5 Test Results

To examine the preferences of students based on percentages, Table 6 reveals that the theme "Bhinneka Tunggal Ika" received the highest percentage of selections from male students, at 73.18%. In contrast, female students predominantly chose the "Local Wisdom" theme, at 71.86%. Following this, the "Local Wisdom" theme was selected by 68.20% of male students, and the "Voice of Democracy" theme was the second highest choice for female students, at

68.068%. The third-ranking theme, "Build the Spirit and Body," was chosen by 67.82% of male students, and the "Sustainable Lifestyle" theme was selected by 67.68% of female students as their third choice.

Table 6

Percentages Students' Theme Selection Trends Based on P5 Test Results

| Gender | Category | Theme | | | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | (NS) | (LW) | (ET) | (VD) | (SL) | (UD) | (EP) |
| | | % | % | % | % | % | % | % |
| Male | Low | 9.58 | 5.75 | 7.28 | 8.81 | 6.51 | 4.98 | 1.15 |
| | Moderate | 22.61 | 26.05 | 25.29 | 25.29 | 26.82 | 21.84 | 51.34 |
| | High | 67.82 | 68.20 | 67.43 | 65.90 | 66.67 | 73.18 | 47.51 |
| Female | Low | 7.61 | 6.84 | 6.84 | 4.94 | 6.08 | 4.56 | 1.90 |
| | Moderate | 28.90 | 21.29 | 27.76 | 27.00 | 26.24 | 28.14 | 48.29 |
| | High | 63.50 | 71.86 | 65.40 | 68.06 | 67.68 | 67.30 | 49.81 |

Discussion

To identify the themes of the Pancasila Student Profile Strengthening Project, a measurement tool is needed to provide input to schools about the dimensions of the Pancasila Student Profile Strengthening Project themes to be implemented. Thus, the Pancasila Student Profile Strengthening Project should be implemented based on the students' needs assessment, and the school can finally implement the Pancasila Student Profile Strengthening Project. In the Pancasila Student Profile Strengthening Project activities, students can learn about essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. This allows students to take real action in addressing these issues according to their learning stages and needs, and this research fulfills this objective.

The Pancasila Student Profile Strengthening Project (P5) represents an initiative to achieve the Pancasila Student Profile through a new paradigm of project-based learning. By implementing P5, educators are expected to facilitate the learning process, helping students to develop their capacities and cultivate noble character traits as outlined in the Pancasila Student Profile. This project, serving as a means to attain the Pancasila Student Profile, offers students the opportunity to "experience knowledge" to strengthen their character and allow them to learn from their environment[45].

The Pancasila Student Profile Strengthening Project, utilizing the KT P5 for needs assessment, is a crucial tool for understanding the students' needs concerning the P5 theme implementation. This effort enhances the effectiveness of the P5 projec[7] and brings about significant changes across different educational sectors.

The introduction of the KT P5 questionnaire has had significant implications, particularly for school teachers, as it highlights that their preferred thematic choices may differ from those of the students. Traditionally, theme selection has been predominantly teacher-driven; however, this questionnaire facilitates access to data on students' dominant thematic preferences. This impact extends to how teachers set objectives to equip students with necessary competencies, thus enriching their skills. Themes can be revisited or replaced to ensure the exploration of all available options each year[7]. Educational institutions must ensure documentation and portfolio recording of profile projects at the educational unit level to guarantee comprehensive theme coverage.

The project is pivotal for students in strengthening their character and fostering competencies needed for proactive global citizenship. It empowers students to plan and maintain their learning activities effectively, developing essential skills, attitudes, and knowledge for managing projects over time. Moreover, the project enhances students' ability to solve problems

in various learning environments, encourages them to take on responsibilities, and fosters awareness of community issues. It also promotes respect for the learning process and instills pride in their achievements. The Operational Management Working Group facilitates quicker problem-solving and fosters closer stakeholder relationships and cooperation in implementing the pioneer school program[46].

Inspirational schools focus on holistically developing students' learning outcomes[47]. This is achieved by realizing the Pancasila student profile, which includes literacy and numeracy competencies and character. Therefore, implementing this project is crucial for creating an effective learning environment and supporting the overall growth of students.

The existence of the P5 Theme Questionnaire (KT P5) for the Pancasila Student Profile Strengthening Project is expected to serve as a measurement tool to identify the priority themes of the Pancasila Student Profile Strengthening Project that meet the needs of students. This can encourage the optimal implementation of the Pancasila Student Profile Strengthening Project in promoting students to become competent lifelong learners, develop strong character, and behave according to Pancasila values[2–5,10]. By utilizing these surveys, students can experience greater engagement in the learning journey and perceive themselves as actively contributing to the transformation of their behavior. This heightened involvement can boost students' motivation and foster a more profound commitment to shaping the Pancasila student profile. The findings from these surveys may be employed to reinforce and enhance the overall quality of character education for students.

Research on the Pancasila student profile project questionnaire offers critical insights into the cultural diversity and values of Indonesia, potentially enhancing global comprehension of these aspects. Such investigations highlight the significance of character education in educational

frameworks to boost student engagement and inculcate values anchored in local wisdom[48,49]. Moreover, studies stress the importance of a holistic approach in developing learning models that integrate character education, employing both quantitative and qualitative methods[50]. Delving into the Pancasila student profile project questionnaire enables a deeper understanding of character education and multiculturalism and provides a blueprint for promoting values related to diversity, communal wisdom, and character building among students worldwide.

Implementing Pancasila principles to shape student character, as evidenced by research on Pancasila student profiles[51–55], can serve as a model for character education globally. By utilizing questionnaires to assess and enhance student motivation and involvement, schools worldwide can improve character education outcomes. The development and evaluation of Pancasila student profiles offer a structured approach to fostering desirable student traits. This research contributes to a broader international dialogue on effective character education practices, facilitating a global knowledge exchange to enhance student character development.

Research on the Pancasila student profile project questionnaire in Indonesia provides valuable insights for enhancing student character education globally. The noble qualities highlighted in the Pancasila student profile, such as critical reasoning, creativity, and global cooperation, inspire educators worldwide to develop character education programs. The importance of experiential learning methods in bridging the gap between moral knowledge and embodiment is underscored[51,56]. These initiatives not only benefit local communities but also have the potential to influence character education practices on a global scale. Emphasizing character education alongside technological advancements is crucial for cultivating well-rounded individuals in today's rapidly changing world[57].

Strengths and limitations of the study

o our knowledge, this research is pioneering in developing and validating a questionnaire to identify the themes of the Pancasila Student Profile Strengthening Project in pioneer schools in Indonesia. The study engaged 524 respondents to evaluate 34 items, adhering to the guidelines of the Pancasila Student Profile Strengthening Project established by the Indonesian Ministry of Education and Culture, Research, and Technology. These guidelines encompass seven themes at the junior high school level in pioneer schools. A significant strength of this study is the novelty of the questionnaire, as there has not yet been an instrument capable of measuring and identifying themes within the Pancasila Student Profile Strengthening Project. This questionnaire is anticipated to serve as a solution for pinpointing the thematic choices favored by students.

However, the study also has limitations, primarily its scope confined to the Indonesian context, particularly within pioneer schools at the junior high school level, focusing on Grade 7 students. Additionally, the development of the instrument did not incorporate the emerging trend of artificial intelligence (AI), which is increasingly prevalent in education and other aspects of life. Future generations will likely interact with AI regularly, making it crucial to integrate AI-related themes into educational instruments. AI has the potential to enhance education by promoting critical thinking, as discussed in the literature on the role of AI in education[58,59]. Incorporating AI in the curriculum can help students develop better critical thinking skills and a deeper understanding of AI's context and applications.

Conclusion

The 34-item questionnaire, framed within the seven identified themes of the Pancasila Student Profile Strengthening Project (P5 Themes), has been validated and proven reliable for

discerning the thematic preferences of students in pioneer schools. However, there is a need for further research to corroborate the questionnaire's reliability and validity across a broader sample size, aiming to extend the generalizability of the findings, particularly among high school and elementary school students.

This study has established the psychometric properties of validity and reliability scales, creating a practical tool for educators to identify the themes that align with student needs. The questionnaire items were designed to test seven factors (NSS, LW, ET, VD, SL, UD, EP), revealing internal consistency among the items after evaluating the factor loadings for each item specifically through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), along with acceptable Average Variance Extracted (AVE) for validity and reliability of the factors.

Male students tended to prefer themes with the highest percentages, including Unity in Diversity (Bhinneka Tunggal Ika), Local Wisdom, and Nurture Their Spirit and Body. Female students, on the other hand, favored Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. These results indicate that specific themes must be prioritized in program activities to facilitate the implementation of student-chosen themes. Educational institutions must optimize school resources to monitor the progress of student projects and address the challenges encountered, thereby enabling students to overcome obstacles in project execution, especially by making 'Pancasila' a moral foundation to maintain mental health [60].

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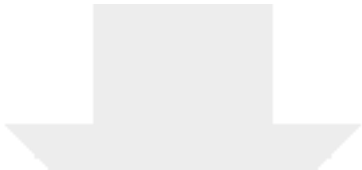
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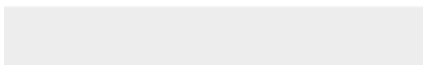
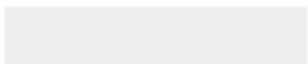
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Decision on submission (Revisi ke-3)



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Dear Pak Ali dan Bro Arli,

Proficiat ya, artikel kita akhirnya accepted!

Salam,

Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP.
Founder of Rapid Counseling/Psychotherapy Theory | Head of Student Affairs (Vice Dean 3rd) in
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Ref.: Ms. No. HELIYON-D-23-29595R3

The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

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| Manuscript Number: | HELIYON-D-23-29595R3 |
| Article Type: | Original Research Article |
| Section/Category: | Social Sciences |
| Keywords: | Pancasila Student Profile; Pioneer Schools; Curriculum; Questionnaire; Validation; Self-Actualization; Educational Themes; KT P5; Independent Curriculum; Indonesia |
| Manuscript Classifications: | 140.180: Psychology; 140.180.100.100: Behavioral Psychology; 140.180.110.100: Mental Health; 140.180.130: Cognitive Psychology; 140.180.140: Personality; 140.180.140.100: Individual Differences; 140.180.140.140: Psychometrics; 140.180.110.130: Positive Psychology; 140.180.190: Motivation |
| Corresponding Author: | Dominikus David Biondi Situmorang, S.Pd., M.Pd., M.Si., C.T., C.PS., C.BNLP. Atma Jaya Catholic University of Indonesia Kota Jakarta Timur, DI Jakarta INDONESIA |
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| Abstract: | The Pancasila Student Profile Strengthening Project/Projek Penguatan Profil Pelajar Pancasila (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/Kuesioner Tema (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project. |
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Declaration of interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Declaration of Interest Statement

Dominikus David Biondi Situmorang has the position to declare himself as one of Associate Editors in this journal. However, this article has been handled by another unidentified Associate Editor and reviewed by the Reviewers in an objective and double blind manner, according to applicable regulations from Elsevier, Heliyon, and Cell Press.

Dear Dr. Elizabeth Anne Wesner,
Associate Scientific Editor
Heliyon

We are grateful for the opportunity to submit a revised draft of our manuscript titled "The Development and Validation of the KT P5 (Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools" to Heliyon. We sincerely appreciate the time and effort that you and the reviewers have invested in providing valuable feedback on our manuscript. We are particularly thankful to the reviewers for their insightful comments.

We have highlighted the changes within the manuscript in yellow. Below, please find our point-by-point response to the editor's comments and concerns:

Editor comments:

1. **Please reference all numbered figures in text. Currently, numbered figure [1] in the manuscript has not been cited in the text.**

Authors' Response: Thank you for your observation. We have now included the reference to figure [1] in the manuscript. We apologize for our oversight.

2. **Heliyon is an online publication only, so the use of black and white images is discouraged. If you have a color version of your figure [1], we would encourage you to use this one instead when resubmitting.**

Authors' Response: Thank you for the suggestion. Since the model plot generated by JASP is not editable, we have manually created a model plot, maintaining the design generated by JASP, and added color.

Thank you for considering our revised manuscript. We look forward to receiving your feedback.

Cordially,
Ali Rachman
Hendro Yulius Suryo Putro
M. Arli Rusandi
Dominikus David Biondi Situmorang

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7 **The Development and Validation of the KT P5: A New Tool for Strengthening the**
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9 **Pancasila Student Profile in Indonesian Pioneer Schools**

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Abstract

The Pancasila Student Profile Strengthening Project/*Projek Penguatan Profil Pelajar Pancasila* (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/*Kuesioner Tema* (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project.

Keywords: Pancasila Student Profile, Pioneer Schools, Curriculum, Questionnaire, Validation, Educational Themes, KT P5, Independent Curriculum, Indonesia

The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Introduction

The Pancasila Student Profile Strengthening Project, commonly referred to as P5, is integral to the implementation of Indonesia's Independent Curriculum development[1]. The Pancasila Student Profile Strengthening Project aims to cultivate Pancasila students who can act in accordance with Pancasila values, namely, believing in and devoting to God Almighty, embracing global diversity, fostering cooperation, achieving independence, and engaging in critical and creative thinking. The concept of the Pancasila Student Profile encompasses a set of character traits and competencies expected to be achieved by students based on the noble values of Pancasila[2–4].

This initiative carries the philosophical significance that Indonesian students should be competent lifelong learners, possess strong character, and behave in alignment with Pancasila values [5]. The values of Pancasila are founded on the 1945 Constitution[6]. The Pancasila student profile translates the national education goals and serves as the primary reference for directing educational policies, including guiding educators in building the character and competencies of students [7]. All stakeholders must comprehend the Pancasila student profile due to its essential role.

The Pancasila Student Profile Strengthening Project employs a project-based learning approach[3]. The process and progression that each student undergoes in solving problems within the project are paramount, allowing students to perceive knowledge as a character-strengthening process and providing opportunities to learn from their surrounding environment. In executing the P5 project, the Ministry of Education, Culture, Research, and Technology of the

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4 Republic of Indonesia offers several project theme options that can be implemented by academic
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6 units classified as pioneer schools. Pioneer schools can choose themes to undertake at each phase
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8 according to regulations. Junior high schools implement three to four themes in one academic
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10 year[7]. However, schools often encounter challenges in theme implementation, primarily due to
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12 difficulties in aligning these themes with student needs[3]. The Pancasila Student Profile
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14 Strengthening Project themes are executed by educational institutions annually, tailored to the
15
16 relevant issues within the students' community. At the junior high school level, phase D requires
17
18 selecting and determining three themes annually[8].
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24 The Operational Management Working Group discussions, initiated monthly since early
25
26 2022 with academic units identified as pioneer schools, have highlighted the need for an instrument
27
28 to identify Pancasila Student Profile (P5) themes based on student needs. Despite existing
29
30 guidelines for developing projects to enhance the Pancasila student profile, there is a noted absence
31
32 of a measure to determine students' genuine preferences among the available themes. Under
33
34 educator supervision, these guidelines suggest that students discuss and select issues for in-depth
35
36 examination in subsequent phases. However, in Indonesia, no instrument has been established to
37
38 gauge the identification of P5 themes reflecting student needs. Such a tool is crucial for pioneer
39
40 schools to comprehend the students' requirements concerning the chosen and implemented P5
41
42 themes, with the findings aiding discussions among school stakeholders about P5 theme
43
44 determination. The P5 theme questionnaire has been crafted following the guidelines for the
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46 Pancasila student profile strengthening project provided by the Indonesian Ministry of Education,
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48 Culture, Research, and Technology [1–5,7–9].
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55 From the background mentioned, this study aims to ascertain:
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1. What are the results of the Exploratory Factor Analysis (EFA) for each proposed P5 theme?
2. What are the model fitness results from the Confirmatory Factor Analysis (CFA) on the P5 themes?
3. What are the outcomes in identifying students' preferences in choosing their desired themes based on the P5 theme test results?

Literature Review

The themes of the project that pioneer schools can carry out are listed in the Pancasila Profile Strengthening Project Guide[2–5,10], namely:

Under the **Sustainable Lifestyle** theme, students must understand human activities' short-term and long-term impacts on global and local environmental sustainability. They are encouraged to cultivate environmentally friendly behaviors, recognize potential sustainability crises in their environment, and develop strategies to address and mitigate these issues.

Integrating the Sustainable Lifestyle theme within the independent curriculum of the Pancasila Student Profile Strengthening Project aims to ensure that educators, including teachers and principals, comprehend the essence of sustainable living. This understanding should enable them to motivate and guide students in adopting sustainable practices seamlessly integrated with the Pancasila Student Profile Strengthening Project [11]. Sustainable living is characterized by distinct patterns of thought, existence, and actions anchored in a "socio-ecological" framework[12], identifying various contributions and conditions that facilitate a shift in approach alongside the challenges faced by the environmental education sector in promoting responsible environmental behavior[13]. Campaigns to raise awareness of sustainable living, primarily targeting children, should include provisions for family and peer involvement to sustain actions at both individual and familial levels[14].

In the "**Local Wisdom**" theme, students develop their curiosity and inquiry skills by exploring their community or region's local cultural wisdom and evolution. The integration of local wisdom values is advocated to foster a new paradigm in global competencies, aiming to achieve a Pancasila student profile through character education in pioneer schools[15]. It is highly recommended that local wisdom be incorporated into the educational content and that

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4 time be allocated for discussions on local wisdom [16]. Moreover, when focusing on the Local
5
6 Wisdom theme, educators are urged to consider specific factors in formulating learning
7
8 objectives and indicators. This approach ensures a more proportional and comprehensive
9
10 implementation of the Pancasila student profile within the local wisdom context[17]. Developing
11
12 national character and multicultural education based on local wisdom requires meticulous
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14 planning, organizing, executing, and monitoring [18]. A local wisdom-based model enhances
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17 student learning outcomes[18].
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21 In the "**Unity in Diversity/Bhinneka Tunggal Ika**" theme, students learn to recognize
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23 and promote a culture of peace and anti-violence while constructing respectful dialogues
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25 concerning diversity and the values embedded in their teachings. They explore the perspectives
26
27 of various religions and beliefs, undertaking a critical and reflective examination of negative
28
29 stereotypes and their repercussions on conflict and violence. As part of the prototype curriculum
30
31 in pioneer schools, the Unity in Diversity Project effectively facilitates the reinforcement of the
32
33 Pancasila student profile, offering students and educators a comprehensive and meaningful
34
35 opportunity to contextually observe the societal realities that schools aim to study[9]. The terms
36
37 "Bhinneka" (diverse), "Tunggal" (one), and "Ika" (that) collectively convey the message of unity
38
39 in diversity, symbolizing "different but still one"[19]. Using a hermeneutical approach,
40
41 researchers identified six character values within the "Unity in Diversity" motto: religiosity,
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43 global diversity, cooperation, bravery and willingness to sacrifice, love, and intelligence[20].
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50 **Nurture Their Spirit and Body.** Students build awareness and skills to maintain
51
52 physical and mental health for themselves and those around them. Students research and discuss
53
54 issues related to well-being and bullying and strive to find solutions. They also examine issues
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56 related to physical and mental health and well-being, including drug issues, pornography, and
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4 reproductive health—the need for a safe school environment for students[7]. A safe school is one
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6 that protects children in the learning process in terms of health, safety, and security. The
7
8 government aims to cultivate students' character to foster positive attitudes. This endeavor aligns
9
10 with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No.
11
12 23 of 2015, which posits that character cultivation habituates positive attitudes and behaviors in
13
14 school environments[21]. Such an approach is based on the consideration that there is still an
15
16 underemphasis on implementing fundamental human values rooted in Pancasila. Understanding
17
18 these values is often confined to a conceptual level and is yet to be actualized into tangible
19
20 values within the school, family, and community environment.
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26 **Voice of Democracy.** This theme expects students to utilize systems thinking skills,
27
28 explaining the relationship between the role of the individual and the sustainability of Pancasila
29
30 democracy. Through this learning, students reflect on the meaning of democracy and understand
31
32 the implementation of democracy and its challenges in different contexts, including school
33
34 organizations and the world of work. Several perspectives underscore the significance of
35
36 students learning about democratic voices. For instance, it investigates several core values
37
38 supporting student expression by striving to understand the values encapsulated in their
39
40 voices[22]. The relationship between student consultation and participation reflects the legacy of
41
42 progressive school democratic traditions. These traditions emphasize teaching about democracy
43
44 as an investment for the future and applying democratic principles in everyday school life,
45
46 fostering a whole school culture where student opinions are valued and have a place[23]. he
47
48 experience of expressing student voices in schools, on themselves and their classmates, is
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50 positively related to students' attitudes to act democratically[24]. These findings underline the
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52 importance of the opportunities to practice expressing democratic voices in schools for all
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4 students. This research also illustrates the importance of schools as a foundation for learning
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6 about citizenship practices. Student voices can help increase tension and focus on pressing issues
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8 when needed; it can also help alleviate the turmoil in individual teenagers and school contexts
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10 that require resolution[25].
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14 In the "**Engineering and Technology**" theme, students must cultivate critical thinking,
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16 creativity, innovation, and empathy by designing and creating technological solutions that
17
18 benefit their activities and community. By addressing local problems through innovative and
19
20 technological means, students foster a culture of intelligent society, blending social and
21
22 technological advancements. The research underscores the importance of designing training
23
24 programs that enhance students' digital literacy while integrating social-emotional competencies
25
26 and developing practical digital functions for modern society[26]. Students' perception of
27
28 engineering provides a foundation for developing curriculum activities or materials that
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30 introduce them to engineering work and the design process, particularly for high school
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32 students[27]. Furthermore, to enhance student skills, this research ultimately advocates for
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34 integrating 21st-century skills in classrooms to meet the demands of the workforce[28].
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40 **Entrepreneurship.** This theme emphasizes the importance of learners identifying local
41
42 economic potentials, understanding the challenges inherent in developing such potentials, and
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44 recognizing their relation to environmental, social, and community welfare aspects. Through
45
46 these activities, creativity and an entrepreneurial culture will be fostered and developed. Learners
47
48 also expand their horizons regarding future opportunities, become sensitive to community needs,
49
50 develop skilled problem-solving abilities, and prepare to become professional workforce
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52 members with complete integrity. Students require an educational program that includes syllabi
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54 and curricula integrating entrepreneurship, allowing them to display their abilities and
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4 demonstrate them in the field. By completing tasks, students can showcase their interest in
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6 entrepreneurship in the classroom and through internship actions[29]. Entrepreneurial education
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8 positively affects students' entrepreneurial intentions and mindset. This research finding
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10 demonstrates that the entrepreneurial mindset successfully mediates the relationship between
11
12 entrepreneurial education and students' entrepreneurial intentions [30].
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16 The themes, as presented above, are determined following the stages of the academic
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18 unit, wherein the educational unit is eventually expected to enter the advanced stage, where each
19
20 class examines different issues according to the students' choices. Students can choose different
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22 issues to provide advanced-stage challenges. However, determining this theme still poses an
23
24 obstacle for pioneer schools in identifying the themes that must be implemented in one academic
25
26 year; pioneer schools are still confused about which theme to choose. Considering that in
27
28 determining the theme, it is also necessary to pay attention to the aspirations of the students, a
29
30 needs assessment is required to determine the theme according to the needs of the students. The
31
32 determination of the theme should not solely come from teachers or school principals. This
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34 phenomenon has been occurring in pioneer schools. They wish to conduct a needs assessment of
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36 the theme according to the needs of the students, but there is no tool yet to measure it. In the
37
38 curriculum scheme, the implementation of the Pancasila Student Profile Strengthening Project is
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40 found in the formulation of Kepmendikbudristek No.56/M/2022 regarding Guidelines for
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42 Curriculum Implementation in the Framework of Learning Recovery, which states that the
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44 Curriculum Structure at the Early Childhood level and Basic and Secondary Education consists
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46 of extra-curricular learning activities and Pancasila Student Profile Strengthening Projects[31].
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Methods

Materials and Method

This research uses ten schools categorized as pioneers for junior high school levels. Why pioneer schools? In implementing the Free Curriculum, these schools are model schools designated by the Indonesian government to strengthen the Pancasila student profile. The questionnaire was developed in Banjarmasin, Banjarbaru, and Banjar Regency, Indonesia. The respondents of this study were 524 students, consisting of 261 male students and 263 female students, with a mean age of 13.025 and a standard deviation of 0.714. The respondents are junior high school students who are implementers of the pioneer school program, carrying out the implementation of the Free Curriculum, with one of their activities being the project of strengthening the Pancasila student profile. These schools are located in Banjarmasin, Banjarbaru, and Banjar Regency. The samples were all grade 7 students in three school districts, pioneer schools implementing the Pancasila student profile program. The paper-based data collection method was distributed directly to students. Filling out the questionnaire was voluntary, and the time required to complete it was around 60 minutes.

Determining an adequate sample size for accurately representing a population has been a subject of extensive scholarly debate for several decades. Initial recommendations were often based on ratios of the number of variables to factors, such as 5:1 or 10:1, or on specific participant counts, like 100 or 200[32]. In this study, with 34 items and 524 respondents, it can be concluded that the sample size meets the requirements for developing the questionnaire. This research utilized a saturated sample from pioneer schools in Banjarmasin, Banjarbaru, and Banjar districts. Data analysis was performed using JASP software version 0.18.3.0.

Categorization Criteria

Student choices among themes were categorized into three levels: high, medium, and low, following specific categorization methods[33]. It is important to note that the scores for each theme (NS, LW, ET, VD, SL, UD, and EP) are considered individually, not as a sum of the themes. For the themes NS, LW, ET, VD, SL, and UD, scores of 10 or below are categorized as low, scores between 11 and 20 are categorized as medium, and scores above 20 are categorized as high. For the EP theme, scores of 9 or below are categorized as low, scores between 10 and 17 are categorized as medium, and scores of 18 or above are categorized as high.

Ethics

The second author, designated as a certified trainer in the First Generation of School Movers Program by the Director-General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of Indonesia (Reference Number: 5465/B/KP.04.00/2021), subsequently entered into a collaboration agreement with the Kalimantan Selatan Teacher Mover Center (Reference Number: 602/B7.16/KS.00.00/2022). This agreement facilitated the researcher's access to the three schools that formed the basis of the research sample. The ethical committee of the Kalimantan Selatan Teacher Mover Center granted ethical approval for this procedure. The researchers secured a recommendation letter to conduct the study from the Dean of the Faculty of Teacher Training and Education at Lambung Mangkurat University, with the reference number 1077a/UN8.1.2.4/KP/2023, to be submitted to the school principals. Moreover, the researcher obtained permission from the school principals in Banjarmasin City, Banjarbaru City, and Banjar Regency to collect data.

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4 Data were collected from students who provided informed consent to participate in the
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6 study. Three days prior to distributing the instruments, the researchers collaborated with the
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8 school principals to announce the study to the parents. Parents who did not consent to their
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10 child's participation were asked to fill out and sign a refusal form, which was then submitted to
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12 the class teacher before the day of data collection. In this study, all parents gave their consent,
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14 allowing their children to participate in the research.
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18 **Procedures**

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21 This questionnaire was created by conceptually reviewing the guidelines for the Pancasila
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23 Student Profile Strengthening Project, academic studies of the curriculum for learning recovery,
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25 and studies on the development of the Pancasila student profile. The theme of the Pancasila
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27 Student Profile Strengthening Project is applied at the Early Childhood Education level,
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29 Elementary School, High School, and Vocational School in pioneer schools. However, we are
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31 focused on developing a P5 theme questionnaire for junior high schools.
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36 The process of developing the questionnaire incorporated various stages, and these stages
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38 include[34–36]:
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41 1. Phase 1: Construct Conceptualization. This questionnaire was created by conceptually
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43 reviewing the guidelines for the Pancasila Student Profile Strengthening Project,
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45 academic studies of the curriculum for learning recovery, and studies on the
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47 development of the Pancasila student profile.
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51 2. Phase 2: Item Creation and Modification. This phase involved the creation of items
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53 for the draft questionnaire and subsequent modifications based on feedback from an
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55 expert panel to ensure satisfactory content validity. During this phase, 35 items were
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57 developed, aligning with the seven themes of the Pancasila Student Profile
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4 Strengthening Project, with each theme represented by five statement items. Feedback
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6 included suggestions for revisions due to several typographical errors in the item
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8 statements. The response scale for these items ranged from "Strongly Disagree" to
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10 "Strongly Agree," encompassing "Somewhat Disagree," "Neither Agree nor
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12 Disagree," and "Agree" to capture a comprehensive spectrum of respondent attitudes.
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16 3. Phase 3: Preliminary Review. This phase entailed conducting a preliminary review to
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18 assess the questionnaire's completeness and readability, involving 15 selected
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20 students. These students were asked to evaluate the clarity and understandability of
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22 the items across each thematic dimension, using a scale where 1) indicated the item
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24 was unclear and not understandable, 2) somewhat clear and understandable, 3) clear
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26 and understandable, and 4) very clear and easy to understand. This process aimed to
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28 ensure the face validity of the questionnaire. The face validity was quantitatively
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30 measured using the Face Validity Index (FVI), where the average score obtained was
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32 0.97, exceeding the acceptable threshold of 0.83[37,38].
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39 4. Phase 4: Data Collection and Exploratory Factor Analysis (EFA). Exploratory Factor
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41 Analysis (EFA) enables researchers to investigate shared factors contributing to
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43 participants' reactions to research tools. One notable advantage of EFA is its ability to
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45 pinpoint fundamental factors shaping the observed variables. EFA serves as a
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47 valuable instrument for comprehending the inherent structure of variables, offering
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49 insights that can guide subsequent analyses and contribute to the development of
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51 theories.
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55 5. Phase 5: Confirmatory Factor Analysis (CFA). This phase involved conducting
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57 confirmatory factor analysis to check construct validity. We sampled seventh-grade
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4 students in pioneer schools at the junior high level in Banjarmasin, Banjarbaru, and
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7 Banjar Regency, amounting to ten pioneer schools, from February to May 2023. After
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9 the data was collected, we conducted an EFA, a technique widely used in exploring
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11 theoretical constructions, to determine the factorial structure of the questionnaire and
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14 explore which items collectively constitute a construct following each theme.
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17 6. Phase 6: Assessing Multidimensionality and Reliability. For the statistical hypothesis
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19 test of the EFA results about item construction on each theme, we calculated CFA
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21 using a reference basis of $RMSEA = <0.08$, $CFI = >0.9$, $TLI > 0.9$, $SRMR = <0.08$.
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24 Convergent validity is met if the AVE value is greater than or equal to 0.5[39].
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Results

Exploratory Factor Analysis (EFA) P5 Theme

The testing of this questionnaire commenced with an Exploratory Factor Analysis (EFA) to ascertain the factor loadings for each theme for which items had been devised. Table 1 displays the EFA results, indicating the measure of sampling adequacy through the Kaiser-Meyer-Olkin (KMO) values for each thematic dimension and a Barlett's Test result of 0.001, suggesting statistical significance. Factor loadings for each item were above 0.7, except for item number 34, which had a factor loading of 0.663 and was excluded from further analysis in the EFA, resulting in the entrepreneurship dimension containing only four items. Factor loadings of .30 to .40 are minimally acceptable, and values greater than .50 are generally considered significant for practical purposes; the correlation factor is not critical for theme sequence determination in this study[32]. This allows each school to freely implement any theme based on the needs of the students, as per the guidelines of the Directorate of Primary and Secondary Education[40].

Initially, the questionnaire comprised 35 items, but item number 34 ("I want to practice entrepreneurship immediately") was excluded from subsequent calculations due to its factor loading being less than 0.7, reducing the total to 34 items. The results of the Exploratory Factor Analysis (EFA) for these 34 items, with factor loadings greater than 0.70, are presented in Table 1.

Table 1*Value Factor Loading Exploratory Factor Analysis*

| Item Code | Item | Factor Loading | | | | | | |
|-----------|--|----------------|-------------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| NS3 | ID: <i>Siswa di sekolah perlu memperoleh informasi tentang pergaulan remaja.</i> ENG: Students at school need to obtain information about teenage interactions. | 0.86 | | | | | | |
| NS1 | ID: <i>Saya ingin di sekolah saya bebas dari adanya bullying.</i> ENG: I want my school to be free from bullying. | 0.85 | | | | | | |
| NS5 | ID: <i>Sekolah mengembangkan kegiatan yang berbasis digital.</i> ENG: The school develops digital-based activities. | 0.84 | | | | | | |
| NS2 | ID: <i>Sekolah menurut saya perlu mengembangkan program anti narkoba.</i> ENG: In my opinion, schools need to develop an anti-drug program. | 0.83 | | | | | | |
| NS4 | ID: <i>Sekolah memiliki program anti bullying.</i> ENG: The school has an anti-bullying program. | 0.80 | | | | | | |
| LW3 | ID: <i>Saya masih perlu banyak mengenal sistem budaya daerah lokal.</i> ENG: I still need to learn a lot about the local cultural system. | | 0.87 | | | | | |
| LW1 | ID: <i>Saya bangga dengan kearifan lokal daerah.</i> ENG: I am proud of the local wisdom of my area. | | 0.86 | | | | | |
| LW2 | ID: <i>Saya suka mempelajari asal usul suatu budaya daerah.</i> ENG: I like to study the origins of regional culture. | | 0.85 | | | | | |
| LW4 | ID: <i>Sekolah mengundang ahli budaya untuk menampilkan kekhasan budaya lokal.</i> | | 0.83 | | | | | |

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|-----|---|--|-------------|-------------|--|--|--|--|
| | ENG: The school invites cultural experts to present local cultural specialties. | | | | | | | |
| LW5 | ID: <i>Sekolah mengadakan program untuk studi mengunjungi sistem tradisional suatu daerah.</i> ENG: The school organizes programs for studying traditional systems of an area. | | 0.74 | | | | | |
| ET1 | ID: <i>Sekolah memiliki program digital untuk membuat konten kreatif.</i> ENG: The school has a digital program to create creative content. | | 0.84 | | | | | |
| ET3 | ID: <i>Sekolah mengadakan lomba kegiatan berbasis digital bagi siswa.</i> ENG: The school held a digital-based activity competition for students. | | 0.84 | | | | | |
| ET5 | ID: <i>Saya perlu mempelajari perkembangan inovasi teknologi.</i> ENG: I need to study the development of technological innovation. | | 0.83 | | | | | |
| ET2 | ID: <i>Sekolah memiliki web/situs digital yang melibatkan siswa dalam mengisi konten.</i> ENG: The school has a web/digital site that engages students in creating content. | | 0.80 | | | | | |
| ET4 | ID: <i>Sekolah melatih siswa berkreasi di bidang robotika.</i> ENG: The school trains students to be creative in the field of robotics. | | 0.76 | | | | | |
| VD5 | ID: <i>Sekolah mengadakan pertemuan dengan siswa untuk menyampaikan aspirasi usulan kegiatan.</i> ENG: The school holds meetings with students to convey their aspirations and propose activities. | | | 0.85 | | | | |
| VD3 | ID: <i>Sekolah mengundang ahli organisasi untuk melatih siswa berorganisasi.</i> ENG: The school invites organizational experts to train students in organizational skills. | | | 0.82 | | | | |

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|----|-----|---|--|--|--|-------------|-------------|--|
| 14 | VD1 | ID: <i>Pemilihan OSIS dilakukan secara demokratis.</i> ENG: The Student Council election is carried out democratically. | | | | 0.81 | | |
| 15 | VD2 | ID: <i>Pemilihan ketua kelas dilakukan secara demokratis.</i> ENG: The election of class presidents is carried out democratically. | | | | 0.79 | | |
| 16 | VD4 | ID: <i>Sekolah membuat program internship (magang) ke lembaga organisasi.</i> ENG: The school has an internship program for organizational institutions. | | | | 0.77 | | |
| 17 | SL5 | ID: <i>Siswa semestinya memahami pentingnya menjaga kelestarian lingkungan dengan menjaga kebersihan.</i> ENG: Students should understand the importance of maintaining environmental sustainability by keeping cleanliness. | | | | 0.83 | | |
| 18 | SL3 | ID: <i>Bencana alam seperti banjir perlu dicegah.</i> ENG: Natural disasters such as floods need to be prevented. | | | | 0.82 | | |
| 19 | SL1 | ID: <i>Saya tertarik mempelajari proses pengolahan limbah sampah menjadi barang yang berguna.</i> ENG: I am interested in learning the process of converting waste into valuable goods. | | | | 0.82 | | |
| 20 | SL2 | ID: <i>Dampak perubahan iklim membuat saya tertarik ingin mengetahui penyebabnya.</i> ENG: The impact of climate change makes me interested in knowing the causes. | | | | 0.77 | | |
| 21 | SL4 | ID: <i>Menjaga kelestarian lingkungan sangat penting agar tidak terjadi krisis berkelanjutan.</i> ENG: Maintaining environmental sustainability is very important to prevent continuous crises. | | | | 0.75 | | |
| 22 | UD3 | ID: <i>Tolong menolong dalam berteman kepada semua tanpa membedakan sangat penting bagi saya.</i> ENG: Helping each other in friendship with all people without discrimination is very important to me. | | | | | 0.83 | |
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Cronbach's alpha was calculated based on a seven-factor model for questionnaire development. The Cronbach's alpha (α) for each factor across the respective themes was as follows: NS = 0.923, LW = 0.918, ET = 0.910, VD = 0.906, SL = 0.900, UD = 0.882, and EP = 0.826. Since Cronbach's alpha is commonly used to assess the internal consistency of an instrument, this testing involved averaging all correlations in each split-half combination. Instruments with more than two response options are suitable for this test. The Cronbach's alpha values range between 0 and 1, with a reliability score of 0.7 or higher being acceptable. All the mentioned values fall within acceptable reliability ratios[41,42]. The correlational analysis results are depicted in Table 2.

Furthermore, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.867, indicating that the sample size was adequate for factor analysis. Bartlett's test of sphericity was significant ($p = 0.001$), suggesting that the correlations between items were sufficiently large for principal component analysis. These results support the appropriateness of conducting exploratory factor analysis (EFA).

Table 2

Factor Correlations

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Factor 1 | 1.000 | 0.218 | 0.185 | 0.234 | 0.089 | 0.062 | -0.008 |
| Factor 2 | 0.218 | 1.000 | 0.086 | 0.027 | 0.035 | 0.070 | 0.176 |
| Factor 3 | 0.185 | 0.086 | 1.000 | 0.139 | 0.034 | -0.029 | 0.012 |
| Factor 4 | 0.234 | 0.027 | 0.139 | 1.000 | 0.045 | 0.119 | -0.013 |
| Factor 5 | 0.089 | 0.035 | 0.034 | 0.045 | 1.000 | -0.014 | 0.012 |
| Factor 6 | 0.062 | 0.070 | -0.029 | 0.119 | -0.014 | 1.000 | 0.023 |

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Factor 7 | -0.008 | 0.176 | 0.012 | -0.013 | 0.012 | 0.023 | 1.000 |

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Confirmatory Factor Analysis (CFA) on the P5 Theme

After determining factor loadings through Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) was conducted. CFA is a more advanced technique for testing validity, employed to ascertain whether the indicators accurately represent the theoretical constructs of the research [43]. In this study, the results of the CFA, as indicated by Bartlett's test of sphericity, yielded a chi-square (X^2) value of 10,974.081 with degrees of freedom (df) = 561 and a p-value of less than 0.001, confirming the model's suitability.

For the model test, it can be seen in Table 3 where RMSEA = 0.025 (<0.05), CFI = 0.984 (>0.9), GFI = 0.991 (>0.9), NFI = 0.940 (>0.9), TLI = 0.982 (>0.9), and IFI = 0.982 (>0.9).

Table 3

Model Fit indices

| Index | Value | Model |
|---|-------|-------|
| Root mean square error of approximation (RMSEA) | 0.025 | fit |
| Comparative Fit Index (CFI) | 0.984 | fit |
| The goodness of fit index (GFI) | 0.991 | fit |
| Bentler-Bonett Normed Fit Index (NFI) | 0.940 | fit |
| Tucker-Lewis Index (TLI) | 0.982 | fit |
| Bollen's Incremental Fit Index (IFI) | 0.982 | fit |

Furthermore, the factor loadings from Confirmatory Factor Analysis (CFA), as shown in Table 4, demonstrate that the items on this factor are capable of measuring the dimensions of the Pancasila Profile Strengthening Project theme [28,42,44]. The model plot illustrating the results of the CFA is presented in **Figure 1**.

Table 4*Factor loadings*

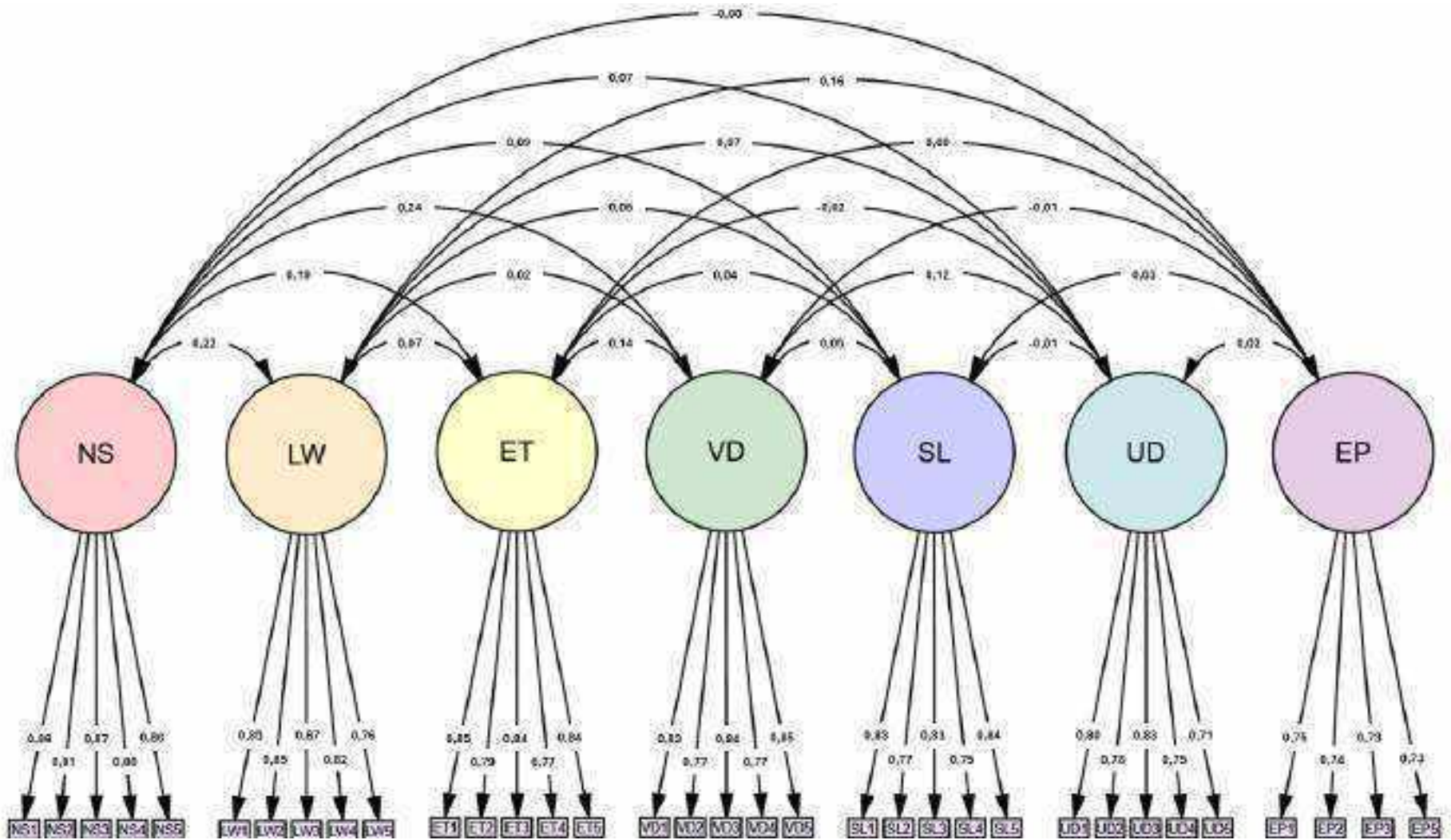
| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|---------------|------------|------------|----------------------------|-------|--------------------|
| | | | | | | Lower | Upper | |
| NS | NS1 | 0.909 | 0.038 | 24.21 5 | < .00 1 | 0.836 | 0.983 | 0.860 |
| | NS2 | 0.826 | 0.038 | 21.90 7 | < .00 1 | 0.752 | 0.900 | 0.807 |
| | NS3 | 0.911 | 0.037 | 24.42 9 | < .00 1 | 0.838 | 0.984 | 0.865 |
| | NS4 | 0.863 | 0.040 | 21.80 3 | < .00 1 | 0.785 | 0.940 | 0.804 |
| | NS5 | 0.884 | 0.036 | 24.36 1 | < .00 1 | 0.813 | 0.956 | 0.864 |
| L W | LW1 | 0.888 | 0.037 | 23.67 6 | < .00 1 | 0.814 | 0.961 | 0.850 |
| | LW2 | 0.878 | 0.037 | 23.64 5 | < .00 1 | 0.805 | 0.950 | 0.849 |
| | LW3 | 0.920 | 0.037 | 24.74 4 | < .00 1 | 0.847 | 0.993 | 0.873 |
| | LW4 | 0.881 | 0.039 | 22.48 0 | < .00 1 | 0.804 | 0.957 | 0.822 |
| | LW5 | 0.742 | 0.037 | 20.12 4 | < .00 1 | 0.669 | 0.814 | 0.763 |
| ET | ET1 | 0.865 | 0.037 | 23.59 3 | < .00 1 | 0.793 | 0.937 | 0.851 |
| | ET2 | 0.774 | 0.037 | 20.91 3 | < .00 1 | 0.701 | 0.846 | 0.786 |
| | ET3 | 0.853 | 0.037 | 23.17 3 | < .00 1 | 0.781 | 0.925 | 0.841 |
| | ET4 | 0.786 | 0.039 | 20.30 5 | < .00 1 | 0.710 | 0.862 | 0.770 |
| | ET5 | 0.800 | 0.035 | 23.17 9 | < .00 1 | 0.733 | 0.868 | 0.841 |
| VD | VD1 | 0.828 | 0.036 | 22.80 7 | < .00 1 | 0.757 | 0.899 | 0.833 |
| | VD2 | 0.751 | 0.037 | 20.32 9 | < .00 1 | 0.679 | 0.824 | 0.771 |
| | VD3 | 0.836 | 0.036 | 23.01 6 | < .00 1 | 0.765 | 0.907 | 0.838 |
| | VD4 | 0.788 | 0.039 | 20.32 2 | < .00 1 | 0.712 | 0.864 | 0.771 |
| | VD5 | 0.807 | 0.035 | 23.39 8 | < .00 1 | 0.740 | 0.875 | 0.847 |

| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|------------|------------|-------------------------|-------|--------------------|
| | | | | | | Lower | Upper | |
| SL | SL1 | 0.810 | 0.036 | 22.40 6 | < .00 1 | 0.739 | 0.881 | 0.826 |
| | SL2 | 0.742 | 0.037 | 20.13 5 | < .00 1 | 0.670 | 0.814 | 0.769 |
| | SL3 | 0.814 | 0.036 | 22.51 7 | < .00 1 | 0.743 | 0.884 | 0.829 |
| | SL4 | 0.779 | 0.040 | 19.55 4 | < .00 1 | 0.701 | 0.857 | 0.753 |
| | SL5 | 0.790 | 0.035 | 22.80 3 | < .00 1 | 0.722 | 0.858 | 0.835 |
| UD | UD1 | 0.757 | 0.036 | 21.04 8 | < .00 1 | 0.687 | 0.828 | 0.798 |
| | UD2 | 0.745 | 0.036 | 20.47 1 | < .00 1 | 0.673 | 0.816 | 0.784 |
| | UD3 | 0.806 | 0.036 | 22.17 8 | < .00 1 | 0.734 | 0.877 | 0.827 |
| | UD4 | 0.755 | 0.039 | 19.30 9 | < .00 1 | 0.679 | 0.832 | 0.751 |
| | UD5 | 0.644 | 0.036 | 17.94 4 | < .00 1 | 0.574 | 0.714 | 0.713 |
| EP | EP1 | 0.639 | 0.035 | 18.25 6 | < .00 1 | 0.570 | 0.708 | 0.750 |
| | EP2 | 0.665 | 0.037 | 17.88 3 | < .00 1 | 0.592 | 0.738 | 0.737 |
| | EP3 | 0.637 | 0.036 | 17.57 2 | < .00 1 | 0.566 | 0.708 | 0.727 |
| | EP5 | 0.607 | 0.034 | 17.79 1 | < .00 1 | 0.540 | 0.674 | 0.734 |

Description: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), Entrepreneurship (EP)

Figure 1

Model Plot of KT P5



To assess the validity and reliability of the model, we employed metrics such as Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α . The findings confirm the model's validity and reliability, with the AVE for each dimension of the Pancasila student profile enhancement project's themes exceeding 0.5. The average reliability coefficients were $\omega = 0.945$ and $\alpha = 0.825$, detailed in Table 5.

Table 5

Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α

| Factor | AVE | Coefficient ω | Coefficient α |
|--|-------|----------------------|----------------------|
| Nurture Their Spirit and Body (NS) | 0.707 | 0.923 | 0.923 |
| Local Wisdom (LW) | 0.696 | 0.919 | 0.918 |
| Engineering and Technology (ET) | 0.669 | 0.910 | 0.910 |
| Voice of Democracy (VD) | 0.660 | 0.906 | 0.906 |
| Sustainable Lifestyle (SL) | 0.643 | 0.899 | 0.900 |
| Unity in Diversity/ <i>Bhinneka Tunggal Ika</i> (UD) | 0.603 | 0.883 | 0.882 |
| Entrepreneurship (EP) | 0.543 | 0.826 | 0.826 |
| Average | | 0.945 | 0.825 |

Analysis of Students' Theme Selection Trends Based on P5 Test Results

To examine the preferences of students based on percentages, Table 6 reveals that the theme "Bhinneka Tunggal Ika" received the highest percentage of selections from male students, at 73.18%. In contrast, female students predominantly chose the "Local Wisdom" theme, at 71.86%. Following this, the "Local Wisdom" theme was selected by 68.20% of male students, and the "Voice of Democracy" theme was the second highest choice for female students, at 68.068%. The third-ranking theme, "Build the Spirit and Body," was chosen by 67.82% of male students, and the "Sustainable Lifestyle" theme was selected by 67.68% of female students as their third choice.

Table 6*Percentages Students' Theme Selection Trends Based on P5 Test Results*

| Gender | Category | Theme | | | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | (NS) | (LW) | (ET) | (VD) | (SL) | (UD) | (EP) |
| | | % | % | % | % | % | % | % |
| Male | Low | 9.58 | 5.75 | 7.28 | 8.81 | 6.51 | 4.98 | 1.15 |
| | Moderate | 22.61 | 26.05 | 25.29 | 25.29 | 26.82 | 21.84 | 51.34 |
| | High | 67.82 | 68.20 | 67.43 | 65.90 | 66.67 | 73.18 | 47.51 |
| Female | Low | 7.61 | 6.84 | 6.84 | 4.94 | 6.08 | 4.56 | 1.90 |
| | Moderate | 28.90 | 21.29 | 27.76 | 27.00 | 26.24 | 28.14 | 48.29 |
| | High | 63.50 | 71.86 | 65.40 | 68.06 | 67.68 | 67.30 | 49.81 |

Discussion

To identify the themes of the Pancasila Student Profile Strengthening Project, a measurement tool is needed to provide input to schools about the dimensions of the Pancasila Student Profile Strengthening Project themes to be implemented. Thus, the Pancasila Student Profile Strengthening Project should be implemented based on the students' needs assessment, and the school can finally implement the Pancasila Student Profile Strengthening Project. In the Pancasila Student Profile Strengthening Project activities, students can learn about essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. This allows students to take real action in addressing these issues according to their learning stages and needs, and this research fulfills this objective.

The Pancasila Student Profile Strengthening Project (P5) represents an initiative to achieve the Pancasila Student Profile through a new paradigm of project-based learning. By implementing P5, educators are expected to facilitate the learning process, helping students to develop their capacities and cultivate noble character traits as outlined in the Pancasila Student Profile. This

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4 project, serving as a means to attain the Pancasila Student Profile, offers students the opportunity
5
6 to "experience knowledge" to strengthen their character and allow them to learn from their
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8 environment[45].
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11 The Pancasila Student Profile Strengthening Project, utilizing the KT P5 for needs
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13 assessment, is a crucial tool for understanding the students' needs concerning the P5 theme
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15 implementation. This effort enhances the effectiveness of the P5 project[7] and brings about
16
17 significant changes across different educational sectors.
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21 The introduction of the KT P5 questionnaire has had significant implications, particularly
22
23 for school teachers, as it highlights that their preferred thematic choices may differ from those of
24
25 the students. Traditionally, theme selection has been predominantly teacher-driven; however, this
26
27 questionnaire facilitates access to data on students' dominant thematic preferences. This impact
28
29 extends to how teachers set objectives to equip students with necessary competencies, thus
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31 enriching their skills. Themes can be revisited or replaced to ensure the exploration of all available
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33 options each year[7]. Educational institutions must ensure documentation and portfolio recording
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35 of profile projects at the educational unit level to guarantee comprehensive theme coverage.
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41 The project is pivotal for students in strengthening their character and fostering
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43 competencies needed for proactive global citizenship. It empowers students to plan and maintain
44
45 their learning activities effectively, developing essential skills, attitudes, and knowledge for
46
47 managing projects over time. Moreover, the project enhances students' ability to solve problems
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49 in various learning environments, encourages them to take on responsibilities, and fosters
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51 awareness of community issues. It also promotes respect for the learning process and instills pride
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53 in their achievements. The Operational Management Working Group facilitates quicker problem-
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4 solving and fosters closer stakeholder relationships and cooperation in implementing the pioneer
5 school program[46].
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9 Inspirational schools focus on holistically developing students' learning outcomes[47].
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11 This is achieved by realizing the Pancasila student profile, which includes literacy and numeracy
12 competencies and character. Therefore, implementing this project is crucial for creating an
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14 effective learning environment and supporting the overall growth of students.
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19 The existence of the P5 Theme Questionnaire (KT P5) for the Pancasila Student Profile
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21 Strengthening Project is expected to serve as a measurement tool to identify the priority themes
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23 of the Pancasila Student Profile Strengthening Project that meet the needs of students. This can
24
25 encourage the optimal implementation of the Pancasila Student Profile Strengthening Project in
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27 promoting students to become competent lifelong learners, develop strong character, and behave
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29 according to Pancasila values[2–5,10]. By utilizing these surveys, students can experience
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31 greater engagement in the learning journey and perceive themselves as actively contributing to
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33 the transformation of their behavior. This heightened involvement can boost students' motivation
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35 and foster a more profound commitment to shaping the Pancasila student profile. The findings
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37 from these surveys may be employed to reinforce and enhance the overall quality of character
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39 education for students.
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46 Research on the Pancasila student profile project questionnaire offers critical insights into
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48 the cultural diversity and values of Indonesia, potentially enhancing global comprehension of
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50 these aspects. Such investigations highlight the significance of character education in educational
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52 frameworks to boost student engagement and inculcate values anchored in local wisdom[48,49].
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54 Moreover, studies stress the importance of a holistic approach in developing learning models that
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56 integrate character education, employing both quantitative and qualitative methods[50]. Delving
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4 into the Pancasila student profile project questionnaire enables a deeper understanding of
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6 character education and multiculturalism and provides a blueprint for promoting values related to
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8 diversity, communal wisdom, and character building among students worldwide.
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11 Implementing Pancasila principles to shape student character, as evidenced by research
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13 on Pancasila student profiles[51–55], can serve as a model for character education globally. By
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15 utilizing questionnaires to assess and enhance student motivation and involvement, schools
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17 worldwide can improve character education outcomes. The development and evaluation of
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19 Pancasila student profiles offer a structured approach to fostering desirable student traits. This
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21 research contributes to a broader international dialogue on effective character education
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23 practices, facilitating a global knowledge exchange to enhance student character development.
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29 Research on the Pancasila student profile project questionnaire in Indonesia provides
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31 valuable insights for enhancing student character education globally. The noble qualities
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33 highlighted in the Pancasila student profile, such as critical reasoning, creativity, and global
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35 cooperation, inspire educators worldwide to develop character education programs. The
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37 importance of experiential learning methods in bridging the gap between moral knowledge and
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39 embodiment is underscored[51,56]. These initiatives not only benefit local communities but also
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41 have the potential to influence character education practices on a global scale. Emphasizing
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43 character education alongside technological advancements is crucial for cultivating well-rounded
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45 individuals in today's rapidly changing world[57].
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51 52 53 **Strengths and limitations of the study**

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55 To our knowledge, this research is pioneering in developing and validating a questionnaire to
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57 identify the themes of the Pancasila Student Profile Strengthening Project in pioneer schools in
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4 Indonesia. The study engaged 524 respondents to evaluate 34 items, adhering to the guidelines of
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6 the Pancasila Student Profile Strengthening Project established by the Indonesian Ministry of
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8 Education and Culture, Research, and Technology. These guidelines encompass seven themes at
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10 the junior high school level in pioneer schools. A significant strength of this study is the novelty
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12 of the questionnaire, as there has not yet been an instrument capable of measuring and
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14 identifying themes within the Pancasila Student Profile Strengthening Project. This questionnaire
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16 is anticipated to serve as a solution for pinpointing the thematic choices favored by students.
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21 However, the study also has limitations, primarily its scope confined to the Indonesian
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23 context, particularly within pioneer schools at the junior high school level, focusing on Grade 7
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25 students. Additionally, the development of the instrument did not incorporate the emerging trend
26
27 of artificial intelligence (AI), which is increasingly prevalent in education and other aspects of
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29 life. Future generations will likely interact with AI regularly, making it crucial to integrate AI-
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31 related themes into educational instruments. AI has the potential to enhance education by
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33 promoting critical thinking, as discussed in the literature on the role of AI in education[58,59].
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35 Incorporating AI in the curriculum can help students develop better critical thinking skills and a
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37 deeper understanding of AI's context and applications.
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45 **Conclusion**

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48 The 34-items questionnaire, framed within the seven identified themes of the Pancasila
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50 Student Profile Strengthening Project (P5 Themes), has been validated and proven reliable for
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52 discerning the thematic preferences of students in pioneer schools. However, there is a need for
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54 further research to corroborate the questionnaire's reliability and validity across a broader sample
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4 size, aiming to extend the generalizability of the findings, particularly among high school and
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6 elementary school students.
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9 This study has established the psychometric properties of validity and reliability scales,
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11 creating a practical tool for educators to identify the themes that align with student needs. The
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13 questionnaire items were designed to test seven factors (NSS, LW, ET, VD, SL, UD, EP), revealing
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15 internal consistency among the items after evaluating the factor loadings for each item specifically
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17 through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), along with
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19 acceptable Average Variance Extracted (AVE) for validity and reliability of the factors.
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24 Male students tended to prefer themes with the highest percentages, including Unity in
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26 Diversity (Bhinneka Tunggal Ika), Local Wisdom, and Nurture Their Spirit and Body. Female
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28 students, on the other hand, favored Local Wisdom, Voice of Democracy, and Sustainable
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30 Lifestyle. These results indicate that specific themes must be prioritized in program activities to
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32 facilitate the implementation of student-chosen themes. Educational institutions must optimize
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34 school resources to monitor the progress of student projects and address the challenges
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36 encountered, thereby enabling students to overcome obstacles in project execution, especially by
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38 making 'Pancasila' a moral foundation to maintain mental health [60].
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The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

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Abstract

The Pancasila Student Profile Strengthening Project/*Projek Penguatan Profil Pelajar Pancasila* (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/*Kuesioner Tema* (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer schools, facilitating effective implementation of the P5 project.

Keywords: Pancasila Student Profile, Pioneer Schools, Curriculum, Questionnaire, Validation, Educational Themes, KT P5, Independent Curriculum, Indonesia

The Development and Validation of the KT P5: A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools

Introduction

The Pancasila Student Profile Strengthening Project, commonly referred to as P5, is integral to the implementation of Indonesia's Independent Curriculum development[1]. The Pancasila Student Profile Strengthening Project aims to cultivate Pancasila students who can act in accordance with Pancasila values, namely, believing in and devoting to God Almighty, embracing global diversity, fostering cooperation, achieving independence, and engaging in critical and creative thinking. The concept of the Pancasila Student Profile encompasses a set of character traits and competencies expected to be achieved by students based on the noble values of Pancasila[2–4].

This initiative carries the philosophical significance that Indonesian students should be competent lifelong learners, possess strong character, and behave in alignment with Pancasila values [5]. The values of Pancasila are founded on the 1945 Constitution[6]. The Pancasila student profile translates the national education goals and serves as the primary reference for directing educational policies, including guiding educators in building the character and competencies of students [7]. All stakeholders must comprehend the Pancasila student profile due to its essential role.

The Pancasila Student Profile Strengthening Project employs a project-based learning approach[3]. The process and progression that each student undergoes in solving problems within the project are paramount, allowing students to perceive knowledge as a character-strengthening process and providing opportunities to learn from their surrounding environment. In executing the P5 project, the Ministry of Education, Culture, Research, and Technology of the

Republic of Indonesia offers several project theme options that can be implemented by academic units classified as pioneer schools. Pioneer schools can choose themes to undertake at each phase according to regulations. Junior high schools implement three to four themes in one academic year[7]. However, schools often encounter challenges in theme implementation, primarily due to difficulties in aligning these themes with student needs[3]. The Pancasila Student Profile Strengthening Project themes are executed by educational institutions annually, tailored to the relevant issues within the students' community. At the junior high school level, phase D requires selecting and determining three themes annually[8].

The Operational Management Working Group discussions, initiated monthly since early 2022 with academic units identified as pioneer schools, have highlighted the need for an instrument to identify Pancasila Student Profile (P5) themes based on student needs. Despite existing guidelines for developing projects to enhance the Pancasila student profile, there is a noted absence of a measure to determine students' genuine preferences among the available themes. Under educator supervision, these guidelines suggest that students discuss and select issues for in-depth examination in subsequent phases. However, in Indonesia, no instrument has been established to gauge the identification of P5 themes reflecting student needs. Such a tool is crucial for pioneer schools to comprehend the students' requirements concerning the chosen and implemented P5 themes, with the findings aiding discussions among school stakeholders about P5 theme determination. The P5 theme questionnaire has been crafted following the guidelines for the Pancasila student profile strengthening project provided by the Indonesian Ministry of Education, Culture, Research, and Technology [1–5,7–9].

From the background mentioned, this study aims to ascertain:

1. What are the results of the Exploratory Factor Analysis (EFA) for each proposed P5 theme?
2. What are the model fitness results from the Confirmatory Factor Analysis (CFA) on the P5 themes?
3. What are the outcomes in identifying students' preferences in choosing their desired themes based on the P5 theme test results?

Literature Review

The themes of the project that pioneer schools can carry out are listed in the Pancasila Profile Strengthening Project Guide[2–5,10], namely:

Under the **Sustainable Lifestyle** theme, students must understand human activities' short-term and long-term impacts on global and local environmental sustainability. They are encouraged to cultivate environmentally friendly behaviors, recognize potential sustainability crises in their environment, and develop strategies to address and mitigate these issues.

Integrating the Sustainable Lifestyle theme within the independent curriculum of the Pancasila Student Profile Strengthening Project aims to ensure that educators, including teachers and principals, comprehend the essence of sustainable living. This understanding should enable them to motivate and guide students in adopting sustainable practices seamlessly integrated with the Pancasila Student Profile Strengthening Project [11]. Sustainable living is characterized by distinct patterns of thought, existence, and actions anchored in a "socio-ecological" framework[12], identifying various contributions and conditions that facilitate a shift in approach alongside the challenges faced by the environmental education sector in promoting responsible environmental behavior[13]. Campaigns to raise awareness of sustainable living, primarily targeting children, should include provisions for family and peer involvement to sustain actions at both individual and familial levels[14].

In the "**Local Wisdom**" theme, students develop their curiosity and inquiry skills by exploring their community or region's local cultural wisdom and evolution. The integration of local wisdom values is advocated to foster a new paradigm in global competencies, aiming to achieve a Pancasila student profile through character education in pioneer schools[15]. It is highly recommended that local wisdom be incorporated into the educational content and that

time be allocated for discussions on local wisdom [16]. Moreover, when focusing on the Local Wisdom theme, educators are urged to consider specific factors in formulating learning objectives and indicators. This approach ensures a more proportional and comprehensive implementation of the Pancasila student profile within the local wisdom context[17]. Developing national character and multicultural education based on local wisdom requires meticulous planning, organizing, executing, and monitoring [18]. A local wisdom-based model enhances student learning outcomes[18].

In the "**Unity in Diversity/Bhinneka Tunggal Ika**" theme, students learn to recognize and promote a culture of peace and anti-violence while constructing respectful dialogues concerning diversity and the values embedded in their teachings. They explore the perspectives of various religions and beliefs, undertaking a critical and reflective examination of negative stereotypes and their repercussions on conflict and violence. As part of the prototype curriculum in pioneer schools, the Unity in Diversity Project effectively facilitates the reinforcement of the Pancasila student profile, offering students and educators a comprehensive and meaningful opportunity to contextually observe the societal realities that schools aim to study[9]. The terms "Bhinneka" (diverse), "Tunggal" (one), and "Ika" (that) collectively convey the message of unity in diversity, symbolizing "different but still one"[19]. Using a hermeneutical approach, researchers identified six character values within the "Unity in Diversity" motto: religiosity, global diversity, cooperation, bravery and willingness to sacrifice, love, and intelligence[20].

Nurture Their Spirit and Body. Students build awareness and skills to maintain physical and mental health for themselves and those around them. Students research and discuss issues related to well-being and bullying and strive to find solutions. They also examine issues related to physical and mental health and well-being, including drug issues, pornography, and

reproductive health—the need for a safe school environment for students[7]. A safe school is one that protects children in the learning process in terms of health, safety, and security. The government aims to cultivate students' character to foster positive attitudes. This endeavor aligns with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015, which posits that character cultivation habituates positive attitudes and behaviors in school environments[21]. Such an approach is based on the consideration that there is still an underemphasis on implementing fundamental human values rooted in Pancasila. Understanding these values is often confined to a conceptual level and is yet to be actualized into tangible values within the school, family, and community environment.

Voice of Democracy. This theme expects students to utilize systems thinking skills, explaining the relationship between the role of the individual and the sustainability of Pancasila democracy. Through this learning, students reflect on the meaning of democracy and understand the implementation of democracy and its challenges in different contexts, including school organizations and the world of work. Several perspectives underscore the significance of students learning about democratic voices. For instance, it investigates several core values supporting student expression by striving to understand the values encapsulated in their voices[22]. The relationship between student consultation and participation reflects the legacy of progressive school democratic traditions. These traditions emphasize teaching about democracy as an investment for the future and applying democratic principles in everyday school life, fostering a whole school culture where student opinions are valued and have a place[23]. The experience of expressing student voices in schools, on themselves and their classmates, is positively related to students' attitudes to act democratically[24]. These findings underline the importance of the opportunities to practice expressing democratic voices in schools for all

students. This research also illustrates the importance of schools as a foundation for learning about citizenship practices. Student voices can help increase tension and focus on pressing issues when needed; it can also help alleviate the turmoil in individual teenagers and school contexts that require resolution[25].

In the "**Engineering and Technology**" theme, students must cultivate critical thinking, creativity, innovation, and empathy by designing and creating technological solutions that benefit their activities and community. By addressing local problems through innovative and technological means, students foster a culture of intelligent society, blending social and technological advancements. The research underscores the importance of designing training programs that enhance students' digital literacy while integrating social-emotional competencies and developing practical digital functions for modern society[26]. Students' perception of engineering provides a foundation for developing curriculum activities or materials that introduce them to engineering work and the design process, particularly for high school students[27]. Furthermore, to enhance student skills, this research ultimately advocates for integrating 21st-century skills in classrooms to meet the demands of the workforce[28].

Entrepreneurship. This theme emphasizes the importance of learners identifying local economic potentials, understanding the challenges inherent in developing such potentials, and recognizing their relation to environmental, social, and community welfare aspects. Through these activities, creativity and an entrepreneurial culture will be fostered and developed. Learners also expand their horizons regarding future opportunities, become sensitive to community needs, develop skilled problem-solving abilities, and prepare to become professional workforce members with complete integrity. Students require an educational program that includes syllabi and curricula integrating entrepreneurship, allowing them to display their abilities and

demonstrate them in the field. By completing tasks, students can showcase their interest in entrepreneurship in the classroom and through internship actions[29]. Entrepreneurial education positively affects students' entrepreneurial intentions and mindset. This research finding demonstrates that the entrepreneurial mindset successfully mediates the relationship between entrepreneurial education and students' entrepreneurial intentions [30].

The themes, as presented above, are determined following the stages of the academic unit, wherein the educational unit is eventually expected to enter the advanced stage, where each class examines different issues according to the students' choices. Students can choose different issues to provide advanced-stage challenges. However, determining this theme still poses an obstacle for pioneer schools in identifying the themes that must be implemented in one academic year; pioneer schools are still confused about which theme to choose. Considering that in determining the theme, it is also necessary to pay attention to the aspirations of the students, a needs assessment is required to determine the theme according to the needs of the students. The determination of the theme should not solely come from teachers or school principals. This phenomenon has been occurring in pioneer schools. They wish to conduct a needs assessment of the theme according to the needs of the students, but there is no tool yet to measure it. In the curriculum scheme, the implementation of the Pancasila Student Profile Strengthening Project is found in the formulation of Kepmendikbudristek No.56/M/2022 regarding Guidelines for Curriculum Implementation in the Framework of Learning Recovery, which states that the Curriculum Structure at the Early Childhood level and Basic and Secondary Education consists of extra-curricular learning activities and Pancasila Student Profile Strengthening Projects[31].

Methods

Materials and Method

This research uses ten schools categorized as pioneers for junior high school levels. Why pioneer schools? In implementing the Free Curriculum, these schools are model schools designated by the Indonesian government to strengthen the Pancasila student profile. The questionnaire was developed in Banjarmasin, Banjarbaru, and Banjar Regency, Indonesia. The respondents of this study were 524 students, consisting of 261 male students and 263 female students, with a mean age of 13.025 and a standard deviation of 0.714. The respondents are junior high school students who are implementers of the pioneer school program, carrying out the implementation of the Free Curriculum, with one of their activities being the project of strengthening the Pancasila student profile. These schools are located in Banjarmasin, Banjarbaru, and Banjar Regency. The samples were all grade 7 students in three school districts, pioneer schools implementing the Pancasila student profile program. The paper-based data collection method was distributed directly to students. Filling out the questionnaire was voluntary, and the time required to complete it was around 60 minutes.

Determining an adequate sample size for accurately representing a population has been a subject of extensive scholarly debate for several decades. Initial recommendations were often based on ratios of the number of variables to factors, such as 5:1 or 10:1, or on specific participant counts, like 100 or 200[32]. In this study, with 34 items and 524 respondents, it can be concluded that the sample size meets the requirements for developing the questionnaire. This research utilized a saturated sample from pioneer schools in Banjarmasin, Banjarbaru, and Banjar districts. Data analysis was performed using JASP software version 0.18.3.0.

Categorization Criteria

Student choices among themes were categorized into three levels: high, medium, and low, following specific categorization methods[33]. It is important to note that the scores for each theme (NS, LW, ET, VD, SL, UD, and EP) are considered individually, not as a sum of the themes. For the themes NS, LW, ET, VD, SL, and UD, scores of 10 or below are categorized as low, scores between 11 and 20 are categorized as medium, and scores above 20 are categorized as high. For the EP theme, scores of 9 or below are categorized as low, scores between 10 and 17 are categorized as medium, and scores of 18 or above are categorized as high.

Ethics

The second author, designated as a certified trainer in the First Generation of School Movers Program by the Director-General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of Indonesia (Reference Number: 5465/B/KP.04.00/2021), subsequently entered into a collaboration agreement with the Kalimantan Selatan Teacher Mover Center (Reference Number: 602/B7.16/KS.00.00/2022). This agreement facilitated the researcher's access to the three schools that formed the basis of the research sample. The ethical committee of the Kalimantan Selatan Teacher Mover Center granted ethical approval for this procedure. The researchers secured a recommendation letter to conduct the study from the Dean of the Faculty of Teacher Training and Education at Lambung Mangkurat University, with the reference number 1077a/UN8.1.2.4/KP/2023, to be submitted to the school principals. Moreover, the researcher obtained permission from the school principals in Banjarmasin City, Banjarbaru City, and Banjar Regency to collect data.

Data were collected from students who provided informed consent to participate in the study. Three days prior to distributing the instruments, the researchers collaborated with the school principals to announce the study to the parents. Parents who did not consent to their child's participation were asked to fill out and sign a refusal form, which was then submitted to the class teacher before the day of data collection. In this study, all parents gave their consent, allowing their children to participate in the research.

Procedures

This questionnaire was created by conceptually reviewing the guidelines for the Pancasila Student Profile Strengthening Project, academic studies of the curriculum for learning recovery, and studies on the development of the Pancasila student profile. The theme of the Pancasila Student Profile Strengthening Project is applied at the Early Childhood Education level, Elementary School, High School, and Vocational School in pioneer schools. However, we are focused on developing a P5 theme questionnaire for junior high schools.

The process of developing the questionnaire incorporated various stages, and these stages include[34–36]:

1. Phase 1: Construct Conceptualization. This questionnaire was created by conceptually reviewing the guidelines for the Pancasila Student Profile Strengthening Project, academic studies of the curriculum for learning recovery, and studies on the development of the Pancasila student profile.
2. Phase 2: Item Creation and Modification. This phase involved the creation of items for the draft questionnaire and subsequent modifications based on feedback from an expert panel to ensure satisfactory content validity. During this phase, 35 items were developed, aligning with the seven themes of the Pancasila Student Profile

- Strengthening Project, with each theme represented by five statement items. Feedback included suggestions for revisions due to several typographical errors in the item statements. The response scale for these items ranged from "Strongly Disagree" to "Strongly Agree," encompassing "Somewhat Disagree," "Neither Agree nor Disagree," and "Agree" to capture a comprehensive spectrum of respondent attitudes.
3. Phase 3: Preliminary Review. This phase entailed conducting a preliminary review to assess the questionnaire's completeness and readability, involving 15 selected students. These students were asked to evaluate the clarity and understandability of the items across each thematic dimension, using a scale where 1) indicated the item was unclear and not understandable, 2) somewhat clear and understandable, 3) clear and understandable, and 4) very clear and easy to understand. This process aimed to ensure the face validity of the questionnaire. The face validity was quantitatively measured using the Face Validity Index (FVI), where the average score obtained was 0.97, exceeding the acceptable threshold of 0.83[37,38].
 4. Phase 4: Data Collection and Exploratory Factor Analysis (EFA). Exploratory Factor Analysis (EFA) enables researchers to investigate shared factors contributing to participants' reactions to research tools. One notable advantage of EFA is its ability to pinpoint fundamental factors shaping the observed variables. EFA serves as a valuable instrument for comprehending the inherent structure of variables, offering insights that can guide subsequent analyses and contribute to the development of theories.
 5. Phase 5: Confirmatory Factor Analysis (CFA). This phase involved conducting confirmatory factor analysis to check construct validity. We sampled seventh-grade

students in pioneer schools at the junior high level in Banjarmasin, Banjarbaru, and Banjar Regency, amounting to ten pioneer schools, from February to May 2023. After the data was collected, we conducted an EFA, a technique widely used in exploring theoretical constructions, to determine the factorial structure of the questionnaire and explore which items collectively constitute a construct following each theme.

6. Phase 6: Assessing Multidimensionality and Reliability. For the statistical hypothesis test of the EFA results about item construction on each theme, we calculated CFA using a reference basis of $RMSEA = <0.08$, $CFI = >0.9$, $TLI > 0.9$, $SRMR = <0.08$. Convergent validity is met if the AVE value is greater than or equal to 0.5[39].

Results

Exploratory Factor Analysis (EFA) P5 Theme

The testing of this questionnaire commenced with an Exploratory Factor Analysis (EFA) to ascertain the factor loadings for each theme for which items had been devised. Table 1 displays the EFA results, indicating the measure of sampling adequacy through the Kaiser-Meyer-Olkin (KMO) values for each thematic dimension and a Barlett's Test result of 0.001, suggesting statistical significance. Factor loadings for each item were above 0.7, except for item number 34, which had a factor loading of 0.663 and was excluded from further analysis in the EFA, resulting in the entrepreneurship dimension containing only four items. Factor loadings of .30 to .40 are minimally acceptable, and values greater than .50 are generally considered significant for practical purposes; the correlation factor is not critical for theme sequence determination in this study[32]. This allows each school to freely implement any theme based on the needs of the students, as per the guidelines of the Directorate of Primary and Secondary Education[40].

Initially, the questionnaire comprised 35 items, but item number 34 ("I want to practice entrepreneurship immediately") was excluded from subsequent calculations due to its factor loading being less than 0.7, reducing the total to 34 items. The results of the Exploratory Factor Analysis (EFA) for these 34 items, with factor loadings greater than 0.70, are presented in Table 1.

Table 1*Value Factor Loading Exploratory Factor Analysis*

| Item Code | Item | Factor Loading | | | | | | |
|-----------|--|----------------|-------------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| NS3 | ID: <i>Siswa di sekolah perlu memperoleh informasi tentang pergaulan remaja.</i> ENG: Students at school need to obtain information about teenage interactions. | 0.86 | | | | | | |
| NS1 | ID: <i>Saya ingin di sekolah saya bebas dari adanya bullying.</i> ENG: I want my school to be free from bullying. | 0.85 | | | | | | |
| NS5 | ID: <i>Sekolah mengembangkan kegiatan yang berbasis digital.</i> ENG: The school develops digital-based activities. | 0.84 | | | | | | |
| NS2 | ID: <i>Sekolah menurut saya perlu mengembangkan program anti narkoba.</i> ENG: In my opinion, schools need to develop an anti-drug program. | 0.83 | | | | | | |
| NS4 | ID: <i>Sekolah memiliki program anti bullying.</i> ENG: The school has an anti-bullying program. | 0.80 | | | | | | |
| LW3 | ID: <i>Saya masih perlu banyak mengenal sistem budaya daerah lokal.</i> ENG: I still need to learn a lot about the local cultural system. | | 0.87 | | | | | |
| LW1 | ID: <i>Saya bangga dengan kearifan lokal daerah.</i> ENG: I am proud of the local wisdom of my area. | | 0.86 | | | | | |
| LW2 | ID: <i>Saya suka mempelajari asal usul suatu budaya daerah.</i> ENG: I like to study the origins of regional culture. | | 0.85 | | | | | |
| LW4 | ID: <i>Sekolah mengundang ahli budaya untuk menampilkan kekhasan budaya lokal.</i> | | 0.83 | | | | | |

| | | | | | | | | |
|-----|---|--|-------------|-------------|-------------|--|--|--|
| | ENG: The school invites cultural experts to present local cultural specialties. | | | | | | | |
| LW5 | ID: <i>Sekolah mengadakan program untuk studi mengunjungi sistem tradisional suatu daerah.</i> ENG: The school organizes programs for studying traditional systems of an area. | | 0.74 | | | | | |
| ET1 | ID: <i>Sekolah memiliki program digital untuk membuat konten kreatif.</i> ENG: The school has a digital program to create creative content. | | | 0.84 | | | | |
| ET3 | ID: <i>Sekolah mengadakan lomba kegiatan berbasis digital bagi siswa.</i> ENG: The school held a digital-based activity competition for students. | | | 0.84 | | | | |
| ET5 | ID: <i>Saya perlu mempelajari perkembangan inovasi teknologi.</i> ENG: I need to study the development of technological innovation. | | | 0.83 | | | | |
| ET2 | ID: <i>Sekolah memiliki web/situs digital yang melibatkan siswa dalam mengisi konten.</i> ENG: The school has a web/digital site that engages students in creating content. | | | 0.80 | | | | |
| ET4 | ID: <i>Sekolah melatih siswa berkreasi di bidang robotika.</i> ENG: The school trains students to be creative in the field of robotics. | | | 0.76 | | | | |
| VD5 | ID: <i>Sekolah mengadakan pertemuan dengan siswa untuk menyampaikan aspirasi usulan kegiatan.</i> ENG: The school holds meetings with students to convey their aspirations and propose activities. | | | | 0.85 | | | |
| VD3 | ID: <i>Sekolah mengundang ahli organisasi untuk melatih siswa berorganisasi.</i> ENG: The school invites organizational experts to train students in organizational skills. | | | | 0.82 | | | |

| | | | | | | | | |
|-----|---|--|--|--|-------------|-------------|-------------|--|
| VD1 | ID: <i>Pemilihan OSIS dilakukan secara demokratis.</i> ENG: The Student Council election is carried out democratically. | | | | 0.81 | | | |
| VD2 | ID: <i>Pemilihan ketua kelas dilakukan secara demokratis.</i> ENG: The election of class presidents is carried out democratically. | | | | 0.79 | | | |
| VD4 | ID: <i>Sekolah membuat program internship (magang) ke lembaga organisasi.</i> ENG: The school has an internship program for organizational institutions. | | | | 0.77 | | | |
| SL5 | ID: <i>Siswa semestinya memahami pentingnya menjaga kelestarian lingkungan dengan menjaga kebersihan.</i> ENG: Students should understand the importance of maintaining environmental sustainability by keeping cleanliness. | | | | | 0.83 | | |
| SL3 | ID: <i>Bencana alam seperti banjir perlu dicegah.</i> ENG: Natural disasters such as floods need to be prevented. | | | | | 0.82 | | |
| SL1 | ID: <i>Saya tertarik mempelajari proses pengolahan limbah sampah menjadi barang yang berguna.</i> ENG: I am interested in learning the process of converting waste into valuable goods. | | | | | 0.82 | | |
| SL2 | ID: <i>Dampak perubahan iklim membuat saya tertarik ingin mengetahui penyebabnya.</i> ENG: The impact of climate change makes me interested in knowing the causes. | | | | | 0.77 | | |
| SL4 | ID: <i>Menjaga kelestarian lingkungan sangat penting agar tidak terjadi krisis berkelanjutan.</i> ENG: Maintaining environmental sustainability is very important to prevent continuous crises. | | | | | 0.75 | | |
| UD3 | ID: <i>Tolong menolong dalam berteman kepada semua tanpa membedakan sangat penting bagi saya.</i> ENG: Helping each other in friendship with all people without discrimination is very important to me. | | | | | | 0.83 | |

Cronbach's alpha was calculated based on a seven-factor model for questionnaire development. The Cronbach's alpha (α) for each factor across the respective themes was as follows: NS = 0.923, LW = 0.918, ET = 0.910, VD = 0.906, SL = 0.900, UD = 0.882, and EP = 0.826. Since Cronbach's alpha is commonly used to assess the internal consistency of an instrument, this testing involved averaging all correlations in each split-half combination. Instruments with more than two response options are suitable for this test. The Cronbach's alpha values range between 0 and 1, with a reliability score of 0.7 or higher being acceptable. All the mentioned values fall within acceptable reliability ratios[41,42]. The correlational analysis results are depicted in Table 2.

Furthermore, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.867, indicating that the sample size was adequate for factor analysis. Bartlett's test of sphericity was significant ($p = 0.001$), suggesting that the correlations between items were sufficiently large for principal component analysis. These results support the appropriateness of conducting exploratory factor analysis (EFA).

Table 2

Factor Correlations

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Factor 1 | 1.000 | 0.218 | 0.185 | 0.234 | 0.089 | 0.062 | -0.008 |
| Factor 2 | 0.218 | 1.000 | 0.086 | 0.027 | 0.035 | 0.070 | 0.176 |
| Factor 3 | 0.185 | 0.086 | 1.000 | 0.139 | 0.034 | -0.029 | 0.012 |
| Factor 4 | 0.234 | 0.027 | 0.139 | 1.000 | 0.045 | 0.119 | -0.013 |
| Factor 5 | 0.089 | 0.035 | 0.034 | 0.045 | 1.000 | -0.014 | 0.012 |
| Factor 6 | 0.062 | 0.070 | -0.029 | 0.119 | -0.014 | 1.000 | 0.023 |

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Factor 7 | -0.008 | 0.176 | 0.012 | -0.013 | 0.012 | 0.023 | 1.000 |

Confirmatory Factor Analysis (CFA) on the P5 Theme

After determining factor loadings through Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) was conducted. CFA is a more advanced technique for testing validity, employed to ascertain whether the indicators accurately represent the theoretical constructs of the research [43]. In this study, the results of the CFA, as indicated by Bartlett's test of sphericity, yielded a chi-square (X^2) value of 10,974.081 with degrees of freedom (df) = 561 and a p-value of less than 0.001, confirming the model's suitability.

For the model test, it can be seen in Table 3 where RMSEA = 0.025 (<0.05), CFI = 0.984 (>0.9), GFI = 0.991 (>0.9), NFI = 0.940 (>0.9), TLI = 0.982 (>0.9), and IFI = 0.982 (>0.9).

Table 3

Model Fit indices

| Index | Value | Model |
|---|-------|-------|
| Root mean square error of approximation (RMSEA) | 0.025 | fit |
| Comparative Fit Index (CFI) | 0.984 | fit |
| The goodness of fit index (GFI) | 0.991 | fit |
| Bentler-Bonett Normed Fit Index (NFI) | 0.940 | fit |
| Tucker-Lewis Index (TLI) | 0.982 | fit |
| Bollen's Incremental Fit Index (IFI) | 0.982 | fit |

Furthermore, the factor loadings from Confirmatory Factor Analysis (CFA), as shown in Table 4, demonstrate that the items on this factor are capable of measuring the dimensions of the Pancasila Profile Strengthening Project theme [28,42,44]. The model plot illustrating the results of the CFA is presented in Figure 1.

Table 4*Factor loadings*

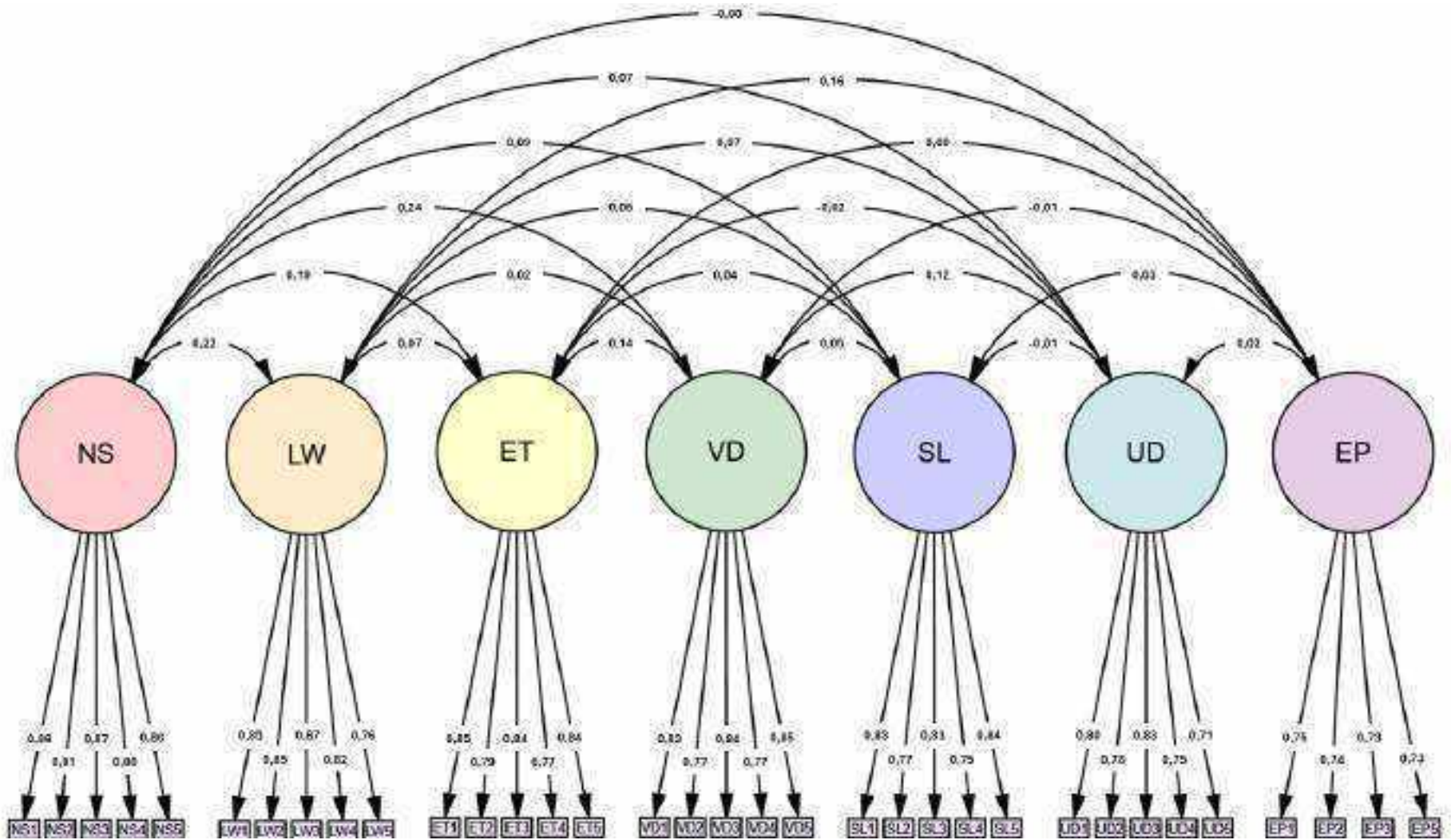
| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|------------|------------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| NS | NS1 | 0.909 | 0.038 | 24.21 5 | < .00 1 | 0.836 | 0.983 | 0.860 |
| | NS2 | 0.826 | 0.038 | 21.90 7 | < .00 1 | 0.752 | 0.900 | 0.807 |
| | NS3 | 0.911 | 0.037 | 24.42 9 | < .00 1 | 0.838 | 0.984 | 0.865 |
| | NS4 | 0.863 | 0.040 | 21.80 3 | < .00 1 | 0.785 | 0.940 | 0.804 |
| | NS5 | 0.884 | 0.036 | 24.36 1 | < .00 1 | 0.813 | 0.956 | 0.864 |
| L W | LW1 | 0.888 | 0.037 | 23.67 6 | < .00 1 | 0.814 | 0.961 | 0.850 |
| | LW2 | 0.878 | 0.037 | 23.64 5 | < .00 1 | 0.805 | 0.950 | 0.849 |
| | LW3 | 0.920 | 0.037 | 24.74 4 | < .00 1 | 0.847 | 0.993 | 0.873 |
| | LW4 | 0.881 | 0.039 | 22.48 0 | < .00 1 | 0.804 | 0.957 | 0.822 |
| | LW5 | 0.742 | 0.037 | 20.12 4 | < .00 1 | 0.669 | 0.814 | 0.763 |
| ET | ET1 | 0.865 | 0.037 | 23.59 3 | < .00 1 | 0.793 | 0.937 | 0.851 |
| | ET2 | 0.774 | 0.037 | 20.91 3 | < .00 1 | 0.701 | 0.846 | 0.786 |
| | ET3 | 0.853 | 0.037 | 23.17 3 | < .00 1 | 0.781 | 0.925 | 0.841 |
| | ET4 | 0.786 | 0.039 | 20.30 5 | < .00 1 | 0.710 | 0.862 | 0.770 |
| | ET5 | 0.800 | 0.035 | 23.17 9 | < .00 1 | 0.733 | 0.868 | 0.841 |
| VD | VD1 | 0.828 | 0.036 | 22.80 7 | < .00 1 | 0.757 | 0.899 | 0.833 |
| | VD2 | 0.751 | 0.037 | 20.32 9 | < .00 1 | 0.679 | 0.824 | 0.771 |
| | VD3 | 0.836 | 0.036 | 23.01 6 | < .00 1 | 0.765 | 0.907 | 0.838 |
| | VD4 | 0.788 | 0.039 | 20.32 2 | < .00 1 | 0.712 | 0.864 | 0.771 |
| | VD5 | 0.807 | 0.035 | 23.39 8 | < .00 1 | 0.740 | 0.875 | 0.847 |
| SL | SL1 | 0.810 | 0.036 | 22.40 6 | < .00 1 | 0.739 | 0.881 | 0.826 |

| Factor | Indicator | Estimate | Std. Error | z-value | p | 95% Confidence Interval | | Std. Est. (all) |
|--------|-----------|----------|------------|------------|------------|-------------------------|-------|-----------------|
| | | | | | | Lower | Upper | |
| UD | SL2 | 0.742 | 0.037 | 20.13 5 | < .00 1 | 0.670 | 0.814 | 0.769 |
| | SL3 | 0.814 | 0.036 | 22.51 7 | < .00 1 | 0.743 | 0.884 | 0.829 |
| | SL4 | 0.779 | 0.040 | 19.55 4 | < .00 1 | 0.701 | 0.857 | 0.753 |
| | SL5 | 0.790 | 0.035 | 22.80 3 | < .00 1 | 0.722 | 0.858 | 0.835 |
| | UD1 | 0.757 | 0.036 | 21.04 8 | < .00 1 | 0.687 | 0.828 | 0.798 |
| | UD2 | 0.745 | 0.036 | 20.47 1 | < .00 1 | 0.673 | 0.816 | 0.784 |
| | UD3 | 0.806 | 0.036 | 22.17 8 | < .00 1 | 0.734 | 0.877 | 0.827 |
| | UD4 | 0.755 | 0.039 | 19.30 9 | < .00 1 | 0.679 | 0.832 | 0.751 |
| | UD5 | 0.644 | 0.036 | 17.94 4 | < .00 1 | 0.574 | 0.714 | 0.713 |
| | EP | EP1 | 0.639 | 0.035 | 18.25 6 | < .00 1 | 0.570 | 0.708 |
| EP2 | | 0.665 | 0.037 | 17.88 3 | < .00 1 | 0.592 | 0.738 | 0.737 |
| EP3 | | 0.637 | 0.036 | 17.57 2 | < .00 1 | 0.566 | 0.708 | 0.727 |
| EP5 | | 0.607 | 0.034 | 17.79 1 | < .00 1 | 0.540 | 0.674 | 0.734 |

Description: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), Entrepreneurship (EP)

Figure 1

Model Plot of KT P5



To assess the validity and reliability of the model, we employed metrics such as Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α . The findings confirm the model's validity and reliability, with the AVE for each dimension of the Pancasila student profile enhancement project's themes exceeding 0.5. The average reliability coefficients were $\omega = 0.945$ and $\alpha = 0.825$, detailed in Table 5.

Table 5

Average Variance Extracted (AVE), Reliability Coefficient ω , and Coefficient α

| Factor | AVE | Coefficient ω | Coefficient α |
|--|-------|----------------------|----------------------|
| Nurture Their Spirit and Body (NS) | 0.707 | 0.923 | 0.923 |
| Local Wisdom (LW) | 0.696 | 0.919 | 0.918 |
| Engineering and Technology (ET) | 0.669 | 0.910 | 0.910 |
| Voice of Democracy (VD) | 0.660 | 0.906 | 0.906 |
| Sustainable Lifestyle (SL) | 0.643 | 0.899 | 0.900 |
| Unity in Diversity/ <i>Bhinneka Tunggal Ika</i> (UD) | 0.603 | 0.883 | 0.882 |
| Entrepreneurship (EP) | 0.543 | 0.826 | 0.826 |
| Average | | 0.945 | 0.825 |

Analysis of Students' Theme Selection Trends Based on P5 Test Results

To examine the preferences of students based on percentages, Table 6 reveals that the theme "Bhinneka Tunggal Ika" received the highest percentage of selections from male students, at 73.18%. In contrast, female students predominantly chose the "Local Wisdom" theme, at 71.86%. Following this, the "Local Wisdom" theme was selected by 68.20% of male students, and the "Voice of Democracy" theme was the second highest choice for female students, at 68.068%. The third-ranking theme, "Build the Spirit and Body," was chosen by 67.82% of male students, and the "Sustainable Lifestyle" theme was selected by 67.68% of female students as their third choice.

Table 6*Percentages Students' Theme Selection Trends Based on P5 Test Results*

| Gender | Category | Theme | | | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | (NS) | (LW) | (ET) | (VD) | (SL) | (UD) | (EP) |
| | | % | % | % | % | % | % | % |
| Male | Low | 9.58 | 5.75 | 7.28 | 8.81 | 6.51 | 4.98 | 1.15 |
| | Moderate | 22.61 | 26.05 | 25.29 | 25.29 | 26.82 | 21.84 | 51.34 |
| | High | 67.82 | 68.20 | 67.43 | 65.90 | 66.67 | 73.18 | 47.51 |
| Female | Low | 7.61 | 6.84 | 6.84 | 4.94 | 6.08 | 4.56 | 1.90 |
| | Moderate | 28.90 | 21.29 | 27.76 | 27.00 | 26.24 | 28.14 | 48.29 |
| | High | 63.50 | 71.86 | 65.40 | 68.06 | 67.68 | 67.30 | 49.81 |

Discussion

To identify the themes of the Pancasila Student Profile Strengthening Project, a measurement tool is needed to provide input to schools about the dimensions of the Pancasila Student Profile Strengthening Project themes to be implemented. Thus, the Pancasila Student Profile Strengthening Project should be implemented based on the students' needs assessment, and the school can finally implement the Pancasila Student Profile Strengthening Project. In the Pancasila Student Profile Strengthening Project activities, students can learn about essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. This allows students to take real action in addressing these issues according to their learning stages and needs, and this research fulfills this objective.

The Pancasila Student Profile Strengthening Project (P5) represents an initiative to achieve the Pancasila Student Profile through a new paradigm of project-based learning. By implementing P5, educators are expected to facilitate the learning process, helping students to develop their capacities and cultivate noble character traits as outlined in the Pancasila Student Profile. This

project, serving as a means to attain the Pancasila Student Profile, offers students the opportunity to "experience knowledge" to strengthen their character and allow them to learn from their environment[45].

The Pancasila Student Profile Strengthening Project, utilizing the KT P5 for needs assessment, is a crucial tool for understanding the students' needs concerning the P5 theme implementation. This effort enhances the effectiveness of the P5 project[7] and brings about significant changes across different educational sectors.

The introduction of the KT P5 questionnaire has had significant implications, particularly for school teachers, as it highlights that their preferred thematic choices may differ from those of the students. Traditionally, theme selection has been predominantly teacher-driven; however, this questionnaire facilitates access to data on students' dominant thematic preferences. This impact extends to how teachers set objectives to equip students with necessary competencies, thus enriching their skills. Themes can be revisited or replaced to ensure the exploration of all available options each year[7]. Educational institutions must ensure documentation and portfolio recording of profile projects at the educational unit level to guarantee comprehensive theme coverage.

The project is pivotal for students in strengthening their character and fostering competencies needed for proactive global citizenship. It empowers students to plan and maintain their learning activities effectively, developing essential skills, attitudes, and knowledge for managing projects over time. Moreover, the project enhances students' ability to solve problems in various learning environments, encourages them to take on responsibilities, and fosters awareness of community issues. It also promotes respect for the learning process and instills pride in their achievements. The Operational Management Working Group facilitates quicker problem-

solving and fosters closer stakeholder relationships and cooperation in implementing the pioneer school program[46].

Inspirational schools focus on holistically developing students' learning outcomes[47]. This is achieved by realizing the Pancasila student profile, which includes literacy and numeracy competencies and character. Therefore, implementing this project is crucial for creating an effective learning environment and supporting the overall growth of students.

The existence of the P5 Theme Questionnaire (KT P5) for the Pancasila Student Profile Strengthening Project is expected to serve as a measurement tool to identify the priority themes of the Pancasila Student Profile Strengthening Project that meet the needs of students. This can encourage the optimal implementation of the Pancasila Student Profile Strengthening Project in promoting students to become competent lifelong learners, develop strong character, and behave according to Pancasila values[2–5,10]. By utilizing these surveys, students can experience greater engagement in the learning journey and perceive themselves as actively contributing to the transformation of their behavior. This heightened involvement can boost students' motivation and foster a more profound commitment to shaping the Pancasila student profile. The findings from these surveys may be employed to reinforce and enhance the overall quality of character education for students.

Research on the Pancasila student profile project questionnaire offers critical insights into the cultural diversity and values of Indonesia, potentially enhancing global comprehension of these aspects. Such investigations highlight the significance of character education in educational frameworks to boost student engagement and inculcate values anchored in local wisdom[48,49]. Moreover, studies stress the importance of a holistic approach in developing learning models that integrate character education, employing both quantitative and qualitative methods[50]. Delving

into the Pancasila student profile project questionnaire enables a deeper understanding of character education and multiculturalism and provides a blueprint for promoting values related to diversity, communal wisdom, and character building among students worldwide.

Implementing Pancasila principles to shape student character, as evidenced by research on Pancasila student profiles[51–55], can serve as a model for character education globally. By utilizing questionnaires to assess and enhance student motivation and involvement, schools worldwide can improve character education outcomes. The development and evaluation of Pancasila student profiles offer a structured approach to fostering desirable student traits. This research contributes to a broader international dialogue on effective character education practices, facilitating a global knowledge exchange to enhance student character development.

Research on the Pancasila student profile project questionnaire in Indonesia provides valuable insights for enhancing student character education globally. The noble qualities highlighted in the Pancasila student profile, such as critical reasoning, creativity, and global cooperation, inspire educators worldwide to develop character education programs. The importance of experiential learning methods in bridging the gap between moral knowledge and embodiment is underscored[51,56]. These initiatives not only benefit local communities but also have the potential to influence character education practices on a global scale. Emphasizing character education alongside technological advancements is crucial for cultivating well-rounded individuals in today's rapidly changing world[57].

Strengths and limitations of the study

To our knowledge, this research is pioneering in developing and validating a questionnaire to identify the themes of the Pancasila Student Profile Strengthening Project in pioneer schools in

Indonesia. The study engaged 524 respondents to evaluate 34 items, adhering to the guidelines of the Pancasila Student Profile Strengthening Project established by the Indonesian Ministry of Education and Culture, Research, and Technology. These guidelines encompass seven themes at the junior high school level in pioneer schools. A significant strength of this study is the novelty of the questionnaire, as there has not yet been an instrument capable of measuring and identifying themes within the Pancasila Student Profile Strengthening Project. This questionnaire is anticipated to serve as a solution for pinpointing the thematic choices favored by students.

However, the study also has limitations, primarily its scope confined to the Indonesian context, particularly within pioneer schools at the junior high school level, focusing on Grade 7 students. Additionally, the development of the instrument did not incorporate the emerging trend of artificial intelligence (AI), which is increasingly prevalent in education and other aspects of life. Future generations will likely interact with AI regularly, making it crucial to integrate AI-related themes into educational instruments. AI has the potential to enhance education by promoting critical thinking, as discussed in the literature on the role of AI in education[58,59]. Incorporating AI in the curriculum can help students develop better critical thinking skills and a deeper understanding of AI's context and applications.

Conclusion

The 34-items questionnaire, framed within the seven identified themes of the Pancasila Student Profile Strengthening Project (P5 Themes), has been validated and proven reliable for discerning the thematic preferences of students in pioneer schools. However, there is a need for further research to corroborate the questionnaire's reliability and validity across a broader sample

size, aiming to extend the generalizability of the findings, particularly among high school and elementary school students.

This study has established the psychometric properties of validity and reliability scales, creating a practical tool for educators to identify the themes that align with student needs. The questionnaire items were designed to test seven factors (NSS, LW, ET, VD, SL, UD, EP), revealing internal consistency among the items after evaluating the factor loadings for each item specifically through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), along with acceptable Average Variance Extracted (AVE) for validity and reliability of the factors.

Male students tended to prefer themes with the highest percentages, including Unity in Diversity (Bhinneka Tunggal Ika), Local Wisdom, and Nurture Their Spirit and Body. Female students, on the other hand, favored Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. These results indicate that specific themes must be prioritized in program activities to facilitate the implementation of student-chosen themes. Educational institutions must optimize school resources to monitor the progress of student projects and address the challenges encountered, thereby enabling students to overcome obstacles in project execution, especially by making 'Pancasila' a moral foundation to maintain mental health [60].

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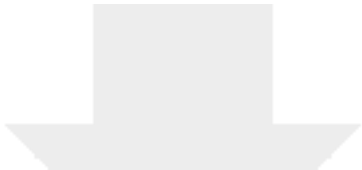
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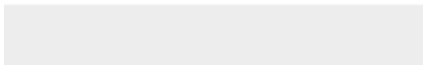
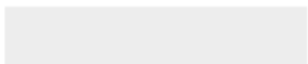
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Abstract

The Pancasila Student Profile Strengthening Project/Projek Penguatan Profil Pelajar Pancasila (P5), initiated by the Indonesian government, aims to cultivate an independent curriculum in pioneer schools, presenting a challenge in selecting the most appropriate theme from the available seven: Nurture Their Spirit and Body (NS), Local Wisdom (LW), Engineering and Technology (ET), Voice of Democracy (VD), Sustainable Lifestyle (SL), Unity in Diversity/Bhinneka Tunggal Ika (UD), and Entrepreneurship (EP). This study developed and validated a P5 Theme Questionnaire/Kuesioner Tema (KT) to ascertain the priority theme aligning with student needs. Engaging ten pioneer junior high schools, the research surveyed 524 students. Exploratory Factor Analysis (EFA) revealed a seven-factor theme model with 34 items, each demonstrating an average factor loading of greater than 0.7. Confirmatory Factor Analysis (CFA) corroborated the model's robustness (RMSEA = 0.025, CFI = 0.984, GFI = 0.991) and high reliability (Coefficient ω = 0.945, Coefficient α = 0.825). Gender-based preferences emerged, with male students favoring Unity in Diversity, Local Wisdom, and Nurture Their Spirit and Body, while female students preferred Local Wisdom, Voice of Democracy, and Sustainable Lifestyle. This research aimed to evaluate the EFA results for each P5 theme, assess the CFA model fitness, and identify student preferences for themes. Ultimately, the KT P5 serves as a practical and reliable instrument for identifying preferred P5 themes in pioneer