Management of Learning Resources in Strengthening Pancasila Student Profile Implementation

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Abstract. One of the most important things to improve learning quality is managing learning materials. In real terms, however, many educational institutions are capable of delivering numerous types of learning resources but fail to manage them. In this essay, will address the significance of managing learning resources, particularly in the pursuit of a Pancasila profile. This article was created following the PRISMA approach, with many references included and excluded. The findings indicate that with proper learning resource management, it will be possible to improve the many domains required to reach the Pancasila profile. The domains at issue include affective, cognitive, and psychomotor. Other evidence gained indicates that learning resource management can be employed in distant learning, which can also able to achieve the goals of the Pancasila profile.

Keyword : Management of Learning Resource, Pancasila Profile

INTRODUCTION

Education is an issue that must be considered to warranty a country's quality. According to this concept, education must be able to develop all of its potential to be able to live and to live life as a whole so that it becomes an educated human being, both intellectually, affectively, and psychomotorly(Angga et al., 2022). The affective domain is a field that develops Graduate Competency Standards in spiritual and social terms based on these many components. (Nasution, 2006) defines affective as "the development of feelings, attitudes, values, and emotions.

The affective domain became excluded during the Covid 19 era due to a transition in the direct teaching system to online instruction, which affected entire generations of students worldwide (Nugraha, 2022). In Italy, the disadvantages of online education may be felt by young Italians in a variety of areas of their personal lives, including job stability, work career prospects, income levels, economic duration of reliance on parents, the ability to take on conjugal and parental roles, and so on (Bazoli et al., 2022). Teachers frequently struggle with assessing the emotive domain in online learning. Affective assessment is linked to student behavior assessment. Direct observation is the only way to assess behavior Direct observation, however, is not possible in distant learning. In other words, the affective domain assessment performed by online learning is more difficult for educators to perform since educators do not directly observe student behavior. The inability to monitor students personally in remote learning is not an excuse for not carrying out the affective domain assessment. This is due to the demands and obligations placed on teachers in the implementation of social competence. This social competency refers to the teacher's capacity to communicate and interact effectively both inside and outside of the classroom. (Hutapea, 2022).

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14ᵗʰ – 16ᵗʰ , 2023
Published : December 13ᵗʰ 2023

144

The issuance of the Minister of Education and Culture Circular Number 4 of 2020 regarding the implementation of Education Policy in the Emergency Period of the Spread of Covid-19, schools have began to carry out online teaching and learning starting March 2020. Online learning is thought to be in line with the vision and mission of future learning in the 4.0 industrial revolution and 5.0 society (Indarta et al., 2022). Nadiem Makarim, Minister of Education, Culture, Research, and Technology (Mendikbud Ristek), explained that there are issues such as unreliable connectivity and the lack of a device, which are fundamental issues that make implementing online learning in various regions difficult. Students' motivation suffers as well because they must study at home rather than among their friends as they do at school. Students are not developed enough to respond to this pandemic condition, particularly to learn independently.(Widyasari et al., 2022). The pandemic's influence has caused students to fall behind in their learning (learning loss) and to experience learning gaps. (Farhan Zabdul Aziz, Farid Setiawan, David Hariadi, 2022)

To solve this, the Ministry of Education and Culture established the Pancasila Profile and launched the Mobilization School Program. The goal of driving schools is not only to transfer knowledge, but also to change or shape a person's character and personality so that they become better, have qualifying skills, are more courteous at the level of ethics and aesthetics, and, most importantly, behave in everyday life.(Ineu et al., 2022). Based on the above-mentioned objective phenomena, specific steps should be taken to realize the Pancasila Student Profile, which is now being implemented.(Irawati et al., 2022).

The embodiment in achieving the Pancasila profile is inseparable from the process of implementing learning. The learning process will be maximized if it is supported by good management of learning resources. Learning resources are an inseparable part of student learning activities and really help develop cognitive, social, language, motor, moral affect and so on (Suhirman, 2018). From the various opinions and phenomena above, a review analysis is needed on the link between the management of learning resources and the increase in the affective domain of the Pancasila profile.
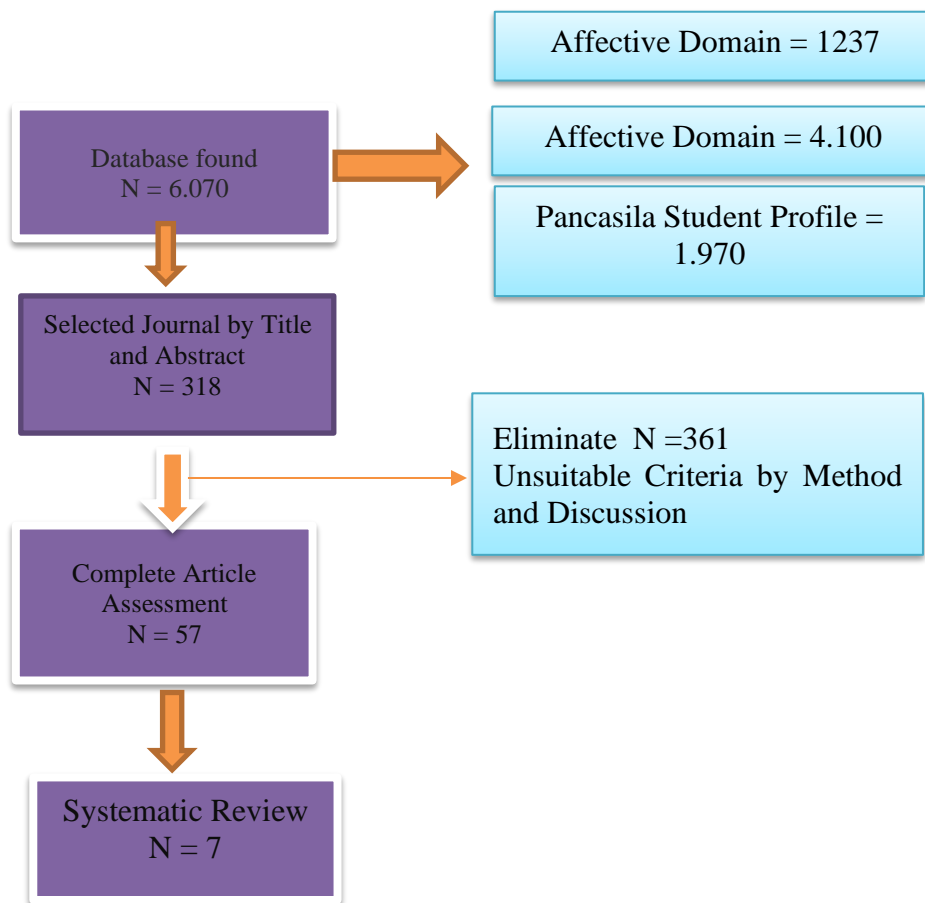
METHOD

A systematic review based on a systematic review based on the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) technique was employed. Prism is a technique for deriving findings by establishing inclusion and exclusion criteria(Haq et al., 2022). The search is conducted in a methodical and structured manner to aid in the discovery of literature that may be used to analyze a case(Lee et al., 2018). The journal Management of Learning Resources, the Affective Domain, and the Profile of Pancasila Learners in Elementary Schools are the subject of this search. The Google Scholar database was used to search the literature from November 28 to December 4, 2022.. "Management of Learning Resources", "Affective Domain, Profile of Pancasila Learners in Elementary Schools, Spiritual and Social Attitudes" are the keywords utilized. Journal papers are sorted by title and abstract before being chosen based on Criteria. Relevant journals will be issued and then appraised in accordance with inclusion criteria.

TABLE 1. Chosen Article Inclusion Criteria

Criteria	Description
Inclusion	Indonesian
	Keyword compatibility
	Qualitative and Quantitative
Exclusion	Management of Learning Resource
	Affective Domain
	Pancasila Profile

The search for literature yielded 6,070 journal articles based on the Affective Domain variable and the implementation of the Pancasila Learning Profile in elementary schools. The fit of the literature criteria established for a systematic review is then obtained.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14th – 16th , 2023
Published : December 13th 2023

145

RESULT AND DISCUSS

Seven quantitative and qualitative studies with descriptive and comparative designs were obtained based on research search results. The results of relevant papers are shown in tabular form below, with the title, author, year of publication, research location, research aims, research methods, research samples, and research outcomes included.

Theme : Personalized Learning and The Use Of Technology To
Provide Customized Educational Experiences For Students in
The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   146
Published   : December 13th 2023

TABLE 2 .Systematic Review

No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
1.	Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022)	Indonesia	The purpose of this study is to conceptually describe how the Pancasila student profile project is strengthened in the prototype curriculum in elementary school driving schools.	Qualitative	Library research, in which research is conducted by reading, noting, and also reviewing literature or reading material that has been chosen and deemed appropriate to the subject matter of study, is then filtered and theoretically poured into the framework of thought related to strengthening Pancasila student projects.	The Pancasila Student Strengthening Project introduces a new dimension to education in Indonesia today, in that the allocation of separate time allows teachers to be more creative in developing projects based on the dimensions and characteristics of students. Furthermore, it gives instructors the freedom to implement a project-based learning method. Teachers will be assisted in implementing Pancasila student strengthening programs through a guided and measurable system.(Safitri et al., 2022)
2.	*Pemanfaatan Video Pembelajaran dengan Mengintegrasikan Profil Pelajar Pancasila Melalui Pembelajaran Jarak Jauh pada Program Kampus Mengajar di SD Negeri Jatimulyo 02 Kota Malang* Muslichah, M., Mahardhani, A. J., Azzahra, A. F. N., & Ekwa, D (2021)	Indonesia	strives to create a learning environment that is engaging, interesting, and competitive by employing video learning and integrating Pancasila student profiles.	Qualitative	SDN Jatimulyo 02 Malang Students	Based on the findings of this exercise, it is possible to conclude that education can survive if people can adjust to the current pandemic condition. So that the field of education does not lose its identity as a platform for educating the children of the nation. Students at SDN Jatimulyo 02 Malang now have access to a Pancasila student profile. Starting with prayer before and after teaching and learning activities, to respecting and appreciating teachers and friends, to completing assignments independently and

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023
Published   : December 13th 2023

147

No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
						honestly, to conserving the environment.(Muslichah et al., 2021)
3.	Ranah Afektif Peserta Didik Pada Masa Pembelajaran Jarak Jauh: Kajian Kompetensi Sosial Dalam Filosofi Ki Hajar Dawantara Hutapea, R. H (2022)	Indonesia	to investigate the affective domain assessment of remote learning students. In this study, the emotive domain of distance learning students is assessed using Ki Hajar Dewantara's concept of social competency.	Qualitative	Teachers, and an overview of the affective domain assessment of students during the distance learning period	The findings of this study revealed that the essence of Ki Hajar Dewantara's ideology is exemplary and teacher interest in establishing ideals in students and supporting students to succeed. The essence of this theory creates a solid foundation for teachers in conducting emotional domain assessments for students in circumstances and conditions anything, both face-to-face and distance learning. In essence, exceptional and caring teachers in the field emotional learners in distant learning demand commitment. Commitment to paying close attention and providing an assessment of the affective domain that can be measured using a social approach. Commitment is what motivates teachers to carry out their responsibilities effectively and professionally.(Hutapea, 2022)
4.	Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran	Indonesia	Analyzing the use of learning resources (learning resources) in enhancing learning quality.	Qualitative	References and journals related to the use of learning resources	All sources that students can utilize to learn are referred to as learning resources. People, data, the environment, procedures, and media can all be used to boost educational productivity. As a

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14ᵗʰ – 16ᵗʰ , 2023
Published   : December 13ᵗʰ 2023

148

No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
	Samsinar, S. (2019)					result, educators must be experienced in selecting learning materials by considering a variety of factors such as the goals to be reached, the learning resources to be used, and the school's and students' circumstances and conditions. (Samsinar, 2019)
5.	Pengaruh Youtube sebagai Media Pembelajaran Dalam Perkembangan Kognitif, Afektif, dan Psikomotorik Siswa Herminingsih, dkk (2022)	Indonesia	Understanding the impact of YouTube as a learning medium on the development of cognitive, emotional, and psychomotor values promotes the development of students' values.	Qualitative	28 students of MAN 2 kota Palu	The value of the development of cognitive values, the development of emotive values, the development of psychomotor values of students, and the simultaneous influence on the development of student values was significantly increased by 55.2% of SKI respondents, with a percentage value of 11.37%. (Herminingsih et al., 2022)
6.	Pengelolaan Sumber Belajar dalam Meningkatkan Pemahaman Peserta Didik Suhirman, (2021)	Indonesia	Learning resources can be used to increase student understanding in the form of messages, people, materials, equipment, techniques, environment, materials, events	Journal Review	Various learning resources-related publications	Patterns of interaction between students and diverse learning resources are required in the usage of learning resources, and students receive all learning resources at the same level. Students' grasp of the learning process will improve as a result of this engagement. (Suhirman, 2018)
7.	Pengaruh Ketersediaan Sumber Belajar dan Minat	Indonesia	Explaining the effect of learning resource	Descriptive Quantitavie	All Grade VII students of SMP Muhammadiya	The findings revealed that the availability of learning resources influenced learning

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023
Published   : December 13th 2023

149

No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
	Terhadap Hasil Belajar IPS Kelas VII SMPM 06 Dau Maghfiroh, dkk. (2022)		availability on students' social studies learning outcomes, explaining the effect of learning interest on students' social studies learning outcomes, and explaining the effect of learning resource availability and learning interest on students' social studies learning outcomes		h 06 Dau Malang	outcomes, interest in learning influenced learning outcomes, and the availability of learning resources and interest in learning influenced social studies learning outcomes with a significance level of (0.01) (0.05).(Maghfiroh et al., 2022)

According to the findings of the systematic review, there is integration between learning resource management and the Pancasila profile. Table 3 shows the link between the two to simplify it. Below

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14ᵗʰ – 16ᵗʰ , 2023
Published   : December 13ᵗʰ 2023

150

TABLE 3. Journal Result

Management of Learning Resources in Strengthening the Implementation of Pancasila Student Profiles	Journal
Management of Learning Resources is intimately tied to the affective part of supporting the Pancasila Profile implementation.	**Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia** (Safitri, A., Wulandari, D., & Herlambang, Y. T. 2022) **Pengaruh Youtube sebagai Media Pembelajaran Dalam Perkembangan Kognitif, Afektif, dan Psikomotorik Siswa** (Herminingsih, dkk 2022) **Ranah Afektif Peserta didik Pada Masa Pembelajaran Jarak Jauh: Kajian Kompetensi sosial dalam filosopi KI Hajar Dewantara** (Printo Hasiholan Hutapea,2022)
Management of Learning Resources is intimately tied to cognitive factors in enabling the Pancasila Profile implementation.	**Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran** (Samsinar, S.(2019) **Pengelolaan Sumber Belajar dalam Meningkatkan Pemahaman Peserta Didik** (Suhirman, 2021) **Pengaruh Ketersediaan Sumber Belajar dan Minat Terhadap Hasil Belajar IPS Kelas VII SMPM 06 Dau** (Maghfiroh, dkk. 2022)
In distant learning, the use of video as a learning resource in applying the Pancasila profile is beneficial.	**Pemanfaatan Video Pembelajaran dengan Mengintegrasikan Profil Pelajar Pancasila Melalui Pembelajaran Jarak Jauh pada Program Kampus Mengajar di SD Negeri Jatimulyo 02 Kota Malang** (Maria Muslichah, Ardhana Januar Mahardhani, Aisyah Fitri Nur Azzahra, Dea Ekwa, Cahya Safitri, Hardiansyah, Istiqomah Ahsanu Amala, Syafira Nur Nabila,2022)

Learning in the network (online) from 2020 to 2022 causes a learning loss (learning crisis), which is a condition in which a small part or the majority of knowledge and skills are lost in academic development, usually due to disruption of the learning process in the world of education. School closures during the pandemic had an effect not only on health, but also on education and kids' general development. Teachers frequently encounter difficulties in assessing the emotive domain in distance learning. Affective assessment is linked to student behavior assessment. Direct observation is the only way to assess behavior. (Hutapea, 2022). Along with this learning process, educators attempt to build numerous learning innovations, such as the Pancasila profile program's success. (Muslichah et al., 2021) concluded that the usage of video-based learning tools could increase student learning results, particularly in the emotive domain of students.

Through the use of Pancasila student profiles, efforts can be made to improve students' affective domains. Various studies also conduct student profiles. (Hutapea, 2022) demonstrated how the results of ideas in the shape

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   151
Published   : December 13th 2023

of great personalities could inspire pupils through distance learning. He highlighted the findings of Ki Hajar Dewantara's views as a source of distant learning in his research. According to the findings, a commitment to paying attention to and providing an affective assessment with a social perspective is required when using this learning resource.

The Pancasila Student Profile has six competencies organized as major dimensions. The six are interconnected and mutually reinforcing, therefore efforts to attain a complete Pancasila Student Profile necessitate the growth of all six dimensions at the same time, not in stages. 1) Faithful, committed to God Almighty, and noble, 2) Independent, 3) Critical Reasoning, 4) Creative, 5) Mutual cooperation, and 6) Global diversity are the six dimensions. They must grow together, thus educators must not focus solely on one or two dimensions.(Irawati et al., 2022).

Management of learning resources is critical in the cognitive domain and can even influence student learning interest.. According to the research of (Samsinar, 2019) It will be able to increase the quality of integrated learning in the methods, data, people, environment, and media being taught with proper management of learning resources. Collaboration across all of these factors has the potential to improve student learning results. Based od the research of Suhirman, (2021) indicates that it is even necessary to have a pattern of interaction between students with distinct learning tools. This interaction will improve students' knowledge of the learning process. Student comprehension is a sign of critical thinking, which is required by the Pancasila Profile.

Based on the findings of this PRISMA review, it is possible to conclude that good learning resource management can improve all affective, psychomotor, and cognitive domains of students, particularly the integration of these three domains in achieving the Pancasila profile

CONCLUSION

According to the findings of systematic study, learning resource management plays a role in establishing quality learning. Students will be able to attain learning objectives in both affective, cognitive, and psychomotor domains with excellent learning. Management of learning resources can be done not only in person, but also via remote learning employing learning films or access via YouTube. With an increase in students in these three domains, the correct utilization of learning materials may be able to realize Pancasila's profile

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Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023
Published   : December 13th 2023

152

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Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023
Published   : December 13th 2023

153