

INTEGRASI PROFIL PELAJAR PANCASILA DALAM PEMBELAJARAN PJOK TERHADAP *SELF EFFICACY* REMAJA

INTEGRATION OF PANCASILA STUDENT PROFILE IN PJOK LEARNING TOWARDS ADOLESCENT SELF EFFICACY

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ABSTRAK

Hasil penelitian ini bertujuan untuk mengungkapkan integrasi profil pelajar pancasila dalam pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan (PJOK) terhadap *self efficacy* remaja, dalam implementasi penelitian ini sampel terdiri dari anak remaja laki-laki dan perempuan, dengan umur rata-rata 12,02 tahun, dan standar deviasi 0,869. Jenis penelitian ini menggunakan metode eksperimen dengan penelitian ini menerapkan *nonequivalent control group design* dan studi ini menerapkan dua kelompok, kelompok eksperimen (integrasi profil pelajar pancasila Profil pelajar pancasila tersusun atas enam kecakapan: “Beriman, mandiri, bergotong-royong, berkebinekaan global, bernalar kritis, dan kreatif,” dimana penelitian ini menggunakan desain penelitian tingkat *magnitude, strength, dan generality*, dan kontrol). Pemilihan sampel pada studi ini menerapkan Teknik *cluster random sampling* dengan sampel 42 remaja. Untuk memperoleh data *self efficacy* menggunakan instrumen angket *self efficacy* dan analisis data memanfaatkan *independent t test* dan *paired t test*. Hasil uji *t sampel paired* secara signifikan meningkatkan hasil belajar memiliki signifikan sebesar 0,008 dimana probabilitas (Sig) < 0,05. Temuan ini mendukung bahwa integrasi profil pelajar Pancasila berdampak positif terhadap pengembangan efikasi diri pada remaja.

Kata Kunci: *self efficacy*; profil pelajar pancasila; remaja

ABSTRACT

The results of this study aim to reveal the integration of the Pancasila student profile in Physical Education, Sports and Health (PJOK) learning towards adolescent self-efficacy, in the implementation of this study the sample consisted of male and female adolescents, with an average age of 12.02 years, and a standard deviation of 0.869. This type of research uses an experimental method with this study applying a nonequivalent control group design and this study applies two groups, the experimental group (integration of the Pancasila student profile The Pancasila student profile consists of six skills: "Faith, independence, mutual cooperation, global diversity, critical reasoning, and creativity," where this study uses a magnitude, strength, and generality level research design, and control). The selection of samples in this study applies the cluster random sampling technique with a sample of 42 adolescents. To obtain self-efficacy data using a self-efficacy questionnaire instrument and data analysis utilizing the independent t

test and paired t test. The results of the paired sample t-test significantly increased learning outcomes with a significance of 0.008 where the probability (Sig) <0.05. This finding supports that the integration of the Pancasila student profile has a positive impact on the development of self-efficacy in adolescents.

Keywords: *self-efficacy; Pancasila student profile; adolescents*

Introduction

The learning process should be designed in line with the curriculum at each level of education, with the main goal of optimizing the development of students' potential. One of the subjects that contributes significantly to achieving this goal is physical education and sports (PJOK) (Dai et al., 2022). Through integrated sports programs in the school environment, it is hoped that a long-term commitment to a healthy and active lifestyle can be formed (Latifah et al., 2024). However, this hope has not been fully realized. One of the obstacles faced is the low self-efficacy of students, which also affects their level of participation in physical activities.

The decline in self-efficacy in adolescents is influenced by various aspects, especially during the transition phase towards adulthood. According to Mustofa (2014) stated that during this transition period, children face various challenges that include three main aspects: physical changes due to puberty, pressure in academics, and negative experiences in social relationships with peers. According to Utari & Rustika (2021), this plays a role in encouraging increased academic achievement, facilitating access to physical exercise, and reducing the tendency for sedentary behavior. All of these factors support increased participation in athletic activities and physical activity. However, as children enter puberty, their tendency to remain active begins to decline. These three factors play an important role in the process of forming self-esteem. For example, female adolescents tend to be more susceptible to decreased self-esteem, while male adolescents generally experience increased muscle mass that is in accordance with the ideal male body image, thus increasing satisfaction with their physical appearance (Setiawan et al., 2023).

In the scope of physical education, negative interactions with peers often appear in the form of teasing. The teasing can be in the form of verbal or non-verbal behavior that is done intentionally, often disguised as a joke but has a double meaning, and has a negative impact on the victim, including elements of insult and harassment (Setyono, 2022). If it happens repeatedly, this teasing can instill a negative view of oneself, which in turn hinders the development of students' self-esteem and self-confidence.

Self-efficacy plays a crucial role in various aspects of education. According to (Mustofa, 2014), students with high self-efficacy are more likely to have better communication capacity, including in subjects such as mathematics. However, students with moderate to low self-efficacy usually show less strong connections. This is in line with the findings of Portoghese et al. (2020), who stated that self-efficacy affects the level of effort made, how strong the effort is carried out, and the chances of achieving success.

Meanwhile, active involvement in physical activity is known to strengthen self-esteem,

both in male and female adolescents. On the other hand, low participation in physical activity is often associated with low self-esteem, especially among female adolescents (Bermejo-Cantarero et al., 2025). Self-efficacy is one of the key factors that drives this participation, and this can also be influenced by gender differences (Ramdani et al., 2024). High levels of self-efficacy are not only related to reduced negative experiences related to body image, but also help reduce the negative impact of these experiences on quality of life, both in physical and psychological contexts. Then, self-efficacy can also encourage the emergence of prosocial behavior.

For this reason, a deep understanding of the concept of self-efficacy is essential. Albert Bandura, as quoted in Giles & Kent (2016), explains that self-efficacy is an aspect of social cognitive theory, namely viewing individuals as active agents in managing their lives Taufik & Komar (2022) also emphasize that self-efficacy influences how much effort is made, how long the effort is maintained, and how great the chances of success are. Hidayanti (2023) also states that self-efficacy is an individual's belief in their capacity to complete their obligations to success.

This belief includes skills in designing and implementing strategies to achieve certain goals (Irmayani et al., 2022). Thus, self-efficacy can be described as an individual's belief in their own capacity to plan and implement the steps needed to achieve a target (Karimah et al., 2022). However, there are still many students who have difficulty in formulating problem-solving ideas logically and in determining priorities when applying their knowledge (Jendra & Sugiyo, 2020).

According to Jendra & Sugiyo (2020) themselves describe self-efficacy as "an individual's belief in their ability to complete a task successfully." This concept is closely related to social learning theory, where belief in one's own abilities drives individuals to demonstrate productive and consistent behavior in achieving desired goals.

Method

This study applies a "nonequivalent control group design" which is a group that receives treatment (experiment) while the control group does not receive treatment, all groups will be given a pre-test and post-test. The subjects in this study were adolescents, The sample of this study was classified into two groups with a probability sampling technique known as cluster random sampling with a total of 42 adolescents, with groups: $n = 21$ for the control group with an average age of 12.02 years, standard deviation 0.99 and $n = 21$ for the experimental group with an average age of 11 years 0.74. In this study, the researcher is a teacher and program designer.

This study applies an applied research design with a method designed to achieve the study objectives and obtain relevant data. In its implementation, both the control group and the experimental group underwent a pre-test and post-test. However, the experimental group received treatment in the form of physical activity combined with strengthening the Pancasila student profile. The control group did not receive a Pancasila student profile strengthening program. The treatment was given 8 times, with a frequency of twice a week for four weeks, in

addition to collecting pre-test and post-test data.

According to Sowanto et al. (2019), students who have a good level of self-confidence will be able to complete the tasks presented in the teaching materials, both in terms of the level of difficulty (magnitude), strength of belief (strength), and scope of application (generality). To implement the integration of the Pancasila student profile, there are six reasoning skills: "(a) Faith, (b) Independence, (c) Mutual cooperation, (d) Global diversity, (e) Critical reasoning, (f) Creative," where this study refers to the dimensions of self-efficacy such as, the level of task difficulty (magnitude), strength, and generality. This structure serves as the basis for the study. Pre-test data were collected one week before the treatment, and post-tests were conducted in both groups in the last week using the same instrument. Data collection took place in two stages: collection and then processing data analysis. The results showed that self-efficacy experienced the greatest increase. This is because the experimental group received the Pancasila student profile learning method, which instilled six attitude skills "faith, independence, mutual cooperation, global diversity, critical reasoning, and creativity," where this study examined adolescents in the level of task difficulty magnitude, strength, and generality. The hypothesis testing of the adolescent group that received treatment (Experiment) showed that there was a significant influence between the integration of the Pancasila student profile and the dimensions of self-efficacy.

Results

This study aims "to determine the effect of treatment on increasing adolescent self-efficacy in PJOK learning." Before conducting further analysis, there is a frequency distribution of the post-test of the experimental group.

Table 1. Post-Test Self-Efficacy Frequency Distribution

No.	Interval	Category	Frequency	Percentage
1.	32 - 50	Very Poor	0	0%
2.	51 - 69	Poor	0	0%
3.	70 - 88	Enough	0	0%
4.	89 - 107	Good	6	28,57%
5.	108 - 126	Very Good	15	71,43%
Amount			21	100%

Normality test is conducted through the application of Kolmogorov-Smirnov. Data is declared normally distributed if the significant score is > 0.05 . The following is a table of normality test findings:

Table 2. Results of Self Efficacy Normality Test

Variable	Sig.	Information
Pre Test Self Efficacy Control	0,200	Normal
Post Test Self Efficacy Control	0,200	Normal
Pre Test Self Efficacy Eksperimen	0,200	Normal

Post Test Self Efficacy Eksperimen	0,005	Normal
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To ensure whether the research data is distributed homogeneously or not, a homogeneity test is carried out, as follows:

Table 3. Results of Self Efficacy Homogeneity Test

Variable	t-count	t-table	Sig.	Information
Pre Test Self Efficacy Control	0,223	4,08	0,248	Homogeneous
Post Test Self Efficacy Experiment	11,227	4,08	0,303	Homogeneous

This study uses the hypothesis of paired sample t-test used for data analysis to assess the research premise. The following table displays the findings of the t-test in this study. The following is the independent t-test as follows:

Table 4. Results of Independent Pre-Test-Post-Test Tests for Experimental and Control Groups

Variable	t-count	t-table	Sig.	Information	Variable
Self efficacy Control	$\frac{101,9524}{103,8571}$	-0,932	2,022	0,523	Not Significant
Self efficacy Control	$\frac{100,7143}{116,2857}$	3,432	2,022	<0,001	Significant

Table 5. Results of the Paired Post Test for the Experimental and Control Groups

Variable	Mean	t-count	t-table	Sig	Information
Self efficacy Post Test Control - Eksperimen	12,428	2,947	1,724	0,008	Significant

Then a paired t-test was conducted to see the difference in post-test findings in the experimental group and the control group. The results describe a significant difference, through a significance score of 0.008 ($p < 0.05$), which means that the experimental group has a self-efficacy development that is statistically greater than the control group. Overall, these findings indicate that the intervention given in the form of physical activity based on the Pancasila student profile is effective in increasing adolescent self-efficacy in the context of PJOK learning.

Discussion

Based on the results of this study, the group of adolescents who received the experimental group treatment explained that there was a significant influence between the integration of the Pancasila student profile on the dimensions of self-efficacy. This increase in self-efficacy is related to six reasoning skills in the Pancasila student profile, namely: "(a) believing and being devoted to God Almighty, (b) independent, (c) mutual cooperation, (d) global diversity, (e) critical reasoning, and (f) creative." Self-efficacy in this study refers to three dimensions, namely the level of task difficulty, strength, and breadth.

These results are in line with the theory of self-efficacy outlined by Bandura, namely that self-efficacy influences the way individuals think, feel, motivate themselves, and act. High self-efficacy supports individuals to be more persistent in facing challenges and confident in their ability to complete tasks.

This study is also supported by previous findings. Monika & Adman (2017) stated that adolescent self-efficacy influences learning outcomes in social learning theory, both partially and simultaneously. De Marco et al. (2023) research explains that adolescents who experience less teasing in physical education and have high levels of self-efficacy have better self-esteem perceptions. In addition, (Taufik & Komar, 2022) emphasized that self-efficacy plays an important role in determining the level of effort expended, the strength of that effort, and the likelihood of success. This statement is reinforced by Jendra & Sugiyo (2020) who explain that belief in one's own abilities allows individuals to consistently achieve desired results. Meanwhile, according to Sowanto et al. (2019), a good level of student self-confidence is reflected in their ability to complete tasks in teaching materials, based on the dimensions of magnitude, strength, and generality.

Thus, the integration of Pancasila student profiles in learning has been proven to increase adolescent self-efficacy. Strong self-efficacy can stimulate self-perception, and contribute to active involvement in learning stages and achieving maximum learning outcomes.

Conclusion

Thus, the integration of Pancasila student profiles in learning has proven effective in increasing adolescent self-efficacy. This finding shows that adolescents who receive learning based on Pancasila student profile values have a higher degree of self-efficacy than the group that does not receive such integration. The dimensions in the Pancasila student profile have been shown to play a role in influencing the magnitude, strength, and generality aspects of self-efficacy. This study provides significant contributions to the development of learning approaches that combine character education and positive psychology. The implication is that the integration of Pancasila values in education can be a relevant and contextual strategy to strengthen adolescents' self-confidence and readiness to face learning and social life challenges more adaptively and independently.

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