

# Ethnoeconomic Learning Approach to Strengthen the Profile of Pancasila Students in a Globally Diverse Environment

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**Abstract.** Indonesian education has gone through various development processes, one of which is curriculum development. Character education is important to be instilled in students because the formation of national character is one of the goals of national education. Ethnoeconomic focuses on how cultural values, social norms, and traditional practices affect the way individuals or groups manage resources. Essential learning in the independent curriculum, one of which is ethnoeconomic learning. Strengthening the profile of Pancasila students leads to the integration of student characters in ethnoeconomic learning. Many studies have examined the strengthening of the profile of Pancasila students. The purpose of this study is to determine the influence of ethnoeconomic learning approaches to strengthening the Pancasila students profile based on analyzing the results of several studies with an average effect size of 0.027 with a p-value value of  $< 0.001$ , because the p-value  $< 0.05$ , the average effect size of 10 significant studies even though it was relatively small. Ethnoeconomic learning approaches have a significant influence on strengthening the Pancasila student profile. This research is known after analyzing measurements with the application of JASP statistics from several articles that have similarities in their research problems.

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## 1 Introduction

Indonesian education has gone through various development processes, namely curriculum development. Curriculum changes in Indonesia began in 1947 until the last was the 2013 curriculum (Sulistiawati et al., 2023). Through the curriculum, it is expected to be able to create educational success. The Merdeka Curriculum is the type of curriculum used by Indonesia today. The independent curriculum is used so that learning takes place by adjusting the abilities of students and focusing on the subject matter of learning, student competence, and character development. The main characteristics of the independent curriculum are (1) Project-based learning for the development of character and soft skills of students based on the Pancasila Student Profile; (2) Provide sufficient learning time to learn basic competencies of numeracy and literacy to focus on the subject matter (Rizal et al., 2022). The independent curriculum is a curriculum based on developing student profiles so that they have souls and values that reflect the precepts of Pancasila in their lives. The independent curriculum still makes character education through the Pancasila student profile as the main component (Rahmawati et al., 2023). The independence curriculum in learning does not only understand the meaning of independence in a narrow context but also interprets the meaning of the initial letters that form the word Merdeka.

Freedom of learning in the Merdeka Curriculum is a transformation of education to produce a superior generation. Freedom of learning contributes to improving the competence of students to be able to learn freely. The concept of "Freedom of Learning", provides opportunities for students to access knowledge from various learning sources. Freedom of learning provides educational institutions with the freedom to encourage students to innovate and think creatively. Freedom of learning can be understood as freedom in working and responding to changes that occur in the educational environment. Freedom of learning also provides the widest freedom for students in improving global competence. Freedom of learning in the learning process also requires students to be able to learn independently. The presence of Merdeka Belajar provides freedom and authority for schools to develop and manage curricula in accordance with the characteristics of their schools. Merdeka Belajar makes it easier for teachers to access digital-based learning tools. Freedom of learning also provides freedom for students in expressing, expressing opinions and also choosing subjects according to their respective interests and ways of learning (Andhini et al., 2022). An interesting and fun environment with various learning components and visualization will provide students with opportunities for independent learning to support learning in the classroom (Putra et al., 2021). Educational transformation in independent learning can develop students' potential optimally.

Character education is important to be instilled in students because the formation of national character is one of the goals of national education (Safitri et al., 2023). Character education has actually been implemented since 2010 in the national movement of character education. Character education is not new in the world of education but the implementation in educational units is not optimal so that character education efforts continue to be strengthened and developed through the Pancasila student profile (Bimbingan et al., 2022). The formation of national character through the Pancasila student profile is carried out in integrated education units in intracurricular activities, projects to strengthen the profile of Pancasila students (co-curricular), and extracurricular activities (Dewi & Suryana, 2020). Discipline, motivation and responsibility of students and teachers are internal characteristics that must be possessed in carrying out learning with confidence (Fikri et al., 2023). Character education of students to care about society and humans is a way to reduce threats to human life in environmental problems (Istiqomah et al., 2020). Character education in learning is the main goal for achieving learning outcomes as strengthening the profile of Pancasila students.

The Pancasila student profile is a character that must be possessed by students covering six dimensions in the Pancasila student profile, namely: 1) Faith, fear of God Almighty and noble character; 2) Independent; 3) Working together; 4) Global diversity; 5) Critical reasoning; 6) Creative. The Pancasila profile owned by students will later become a symbol of Indonesian students who have character, culture, and have Pancasila values. The Pancasila student profile project is a learning experience based on cross-study programs with observations and thinking of solutions to problems in the surrounding environment in order to strengthen various competencies in the Pancasila Student Profile. The Pancasila student profile project is carried out flexibly in terms of content, activities, and time of implementation. Project objectives, content, and learning activities do not have to be tied to intracurricular goals and materials. The community can be involved to collaborate in designing and organizing projects to strengthen the profile of Pancasila students. The Pancasila student profile project is expected to be able to produce graduates who show the characteristics and skills or abilities needed and can be achieved, as well as solidify the noble values of Pancasila (Kertih & Wiratama, 2023). The Profile of Pancasila students in the independent curriculum as strengthening the dimensions of global diversity is crucial in maintaining the country's identity (Wijayanti & Muthali, 2023). Ethnoeconomic learning can apply an attitude of respect for culture and the environment to prevent divisions due to students' feelings of intolerance.

Essential learning in the Merdeka curriculum can be applied in ethnoeconomic learning. Generally, there are many studies, in understanding ethnoeconomic learning some students have difficulties. The existence of ethnoeconomic learning is expected that students can apply it in real life and be able to explain about ethnoeconomic. Strengthening the profile of Pancasila students is expected to be able to understand and study ethnoeconomic, so as to foster awareness in protecting and preserving the environment along with the ongoing ethnoeconomic learning process (Roihanah et al.,

2022). Ethnoeconomic learning through strengthening the profile of Pancasila students leads to the integration of student characters in ethnoeconomic learning. Many studies have examined the strengthening of the profile of Pancasila students. Therefore, researchers conducted an analysis by measuring the effect of the ethnoeconomic learning approach to strengthen the Pancasila student profile with the aim of being able to analyze the influence of ethnoeconomic learning to shape the character of the Pancasila Student Profile (Setiawan et al., 2023). Philosophically, Indonesia was built with different sources of cultural philosophical values and geographical environments so that this diversity is united in the Indonesian archipelago which forms a paradigm for the concept of multicultural education at the root of Indonesian values (Jayadi et al., 2022). Global diversity in ethnoeconomic learning from the independent curriculum is also based on the diverse cultural environment of the school so that respect for differences is the main goal of education.

Ethnoeconomic is a term that combines two main concepts: "ethno" which means ethnicity or culture, and "economy" which refers to the study of the production, distribution, and consumption of resources. Ethnoeconomic is a field of study that examines the relationship between cultural, ethnic, or social and economic factors, especially in the context of traditional societies or communities that have distinctive cultural characteristics (Mardiah et al., 2022). Ethnoeconomic is a multidisciplinary field that combines elements of economics, anthropology, sociology, and other social sciences to investigate the complex interactions between culture and economics in culturally diverse societies (Ghafur, 2022). Ethnoeconomic focuses on how cultural values, social norms, and traditional practices influence the way individuals or groups manage resources, conduct trade, and make economic decisions. This could involve the study of traditional agricultural systems, cultural exchange, the use of traditional tools, and other aspects of economic life in a highly culturally diverse society (Rahmadani et al., 2021). Ethnoeconomic studies often try to understand how cultural factors, such as religion, value systems, social systems, and cultural heritage, play an important role in the economy of a particular society. This research can help us understand why certain economic practices persist in a cultural group while other groups may adopt different practices. It can also help in cultural preservation and the development of economic strategies that are more in line with the values and needs of a particular society (Rifqi Hamzah & PGRI Wiranegara Yuniar Mujiwati, 2022). Ethnoeconomic learning is the development of teaching materials in economics lessons that are based on culture. Ethnoeconomics in learning will create character education that respects the cultural environment to realize the Pancasila student profile.

Pancasila Values as the Basis of the State: Pancasila is the basis of the Indonesian state, which includes five main principles, namely the One and Only God, Just and Civilized Humanity, Indonesian Unity, Peoplehood Led by Wisdom in Consultation / Representative, and Social Justice for All Indonesian People. Education that promotes the understanding and practice of Pancasila aims to build citizens who have an awareness of these values (Farliana et al., 2023). The preparation of the younger generation in strengthening the profile of students as an understanding of Pancasila in the context of ethnoeconomic is an investment in the preparation of the younger generation who will lead and participate in the future development of Indonesia. Students with character need to have a strong foundation of values to face complex economic and social challenges. Pancasila as an ideology is the result of the conceptualization and representation of the ideas of the Indonesian nation which is united in diversity (Suntana et al., 2023). Pancasila as the foundation of the Indonesian state is a guideline for strengthening character education in an environment of cultural diversity for students.

## 2 Metode of Research

This research uses a type of research with meta-analysis techniques. Meta-analysis is a systematic study method accompanied by statistical techniques to calculate the conclusions of several research results. Meta-analysis research uses the dimension of the amount of influence or effect size of the results of studies that have been combined to then be collected and analyzed. Meta-analysis is done by searching and collecting data by searching e-journals using google scholar. The keywords in the search are "Pancasila Student Profile and "Ethnoeconomic Learning" a search of 10 scientific articles was carried out in reputable scientific journals.

After obtaining the effect size value, then the effect size can be categorized at levels as contained in table 1.

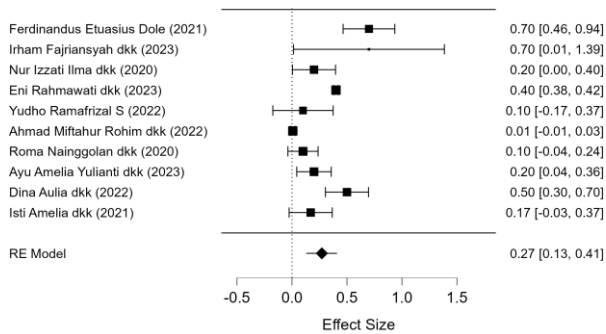
**Table 1.** *Criteria Effect Size*

No	Effect Size	Category
1	$0 \leq ES \leq 0,2$	Low
2	$0,2 \leq ES \leq 0,8$	Medium
3	$ES \geq 0,8$	High

### 3 Result and Discussion

From the results of data analysis of 10 scientific articles, data was obtained that there was an influence of The Strengthening Pancasila Student Profile Project in Ethnoeconomic Learning. The data was obtained from 10 sample articles which then the data was rounded and processed using the help of the JASP 0.18.1.0 application for windows 8. The results of this study are described in table.2

**Fig. 1.** Analysis Results



The effect size of the influence of strengthening the profile of Pancasila students in learning ethnoeconomy obtained different values. The effect size of the ethnoeconomic learning model with the lowest value is 0.08 and the highest with a value of 0.04. From the 10 articles analyzed, the average effect size of 0.27 was in the medium category. Based on this, it illustrates that the strengthening of the Pancasila student profile in ethnoeconomic learning has a marked effect on improving student learning outcomes.

From the research results, in general, some data were obtained that strengthening the Pancasila student profile can have a positive impact on ethnoeconomic learning as follows: (1) Strengthening the Pancasila student profile is very influential on the learning process, (2) students are able to follow ethnoeconomic learning well, (3) students are able to behave in accordance with the Pancasila student profile. (4) students are able to have the character of the Pancasila student profile. Not much different, there was also an increase in secondary school students with ethnoeconomic learning, the increase can be seen from several aspects in the observed research, namely: (1) execution decision-making ability, (2) transfer of skills in practice, (3) understanding of tactics that are growing, procedural knowledge, besides that there is one thing that is observed to increase, namely increased social skills as well.

All subjects in the strengthening the profile of Pancasila students when observed experienced almost the same improvement in several things, including the ability to understand the game, decision-making ability, and transfer in a game. However, in the study, it should be noted that with the different levels in the elementary and high school education levels, in the preparation of ethnoeconomic learning materials, it is necessary to pay attention to the limits of improvement, so that it is expected that students at the lowest level can have characters according to the profile of Pancasila students.

Based on the findings and analysis of the results of research that has been carried out as a whole, strengthening the Pancasila student profile is able to shape student character according to the Pancasila student profile in ethnoeconomic learning. This is shown by the results of the analysis conducted through the JASP application, namely  $p$  value  $< 0.5$ , then the average effect size of 10 significant studies with an average magnitude of 0.27.

Strengthening the profile of Pancasila students can form diverse students in terms of religion, social, culture, language, ethnicity that focuses on citizen education, by understanding and carrying out their rights and obligations as citizens with character, intelligence, and skills.

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