THE EFFECT OF SELF-ASSESSMENT-BASED PANCASILA STUDENT PROFILES ON ADVERSITY QUOTIENT AND CRITICAL THINKING THROUGH SELF-EFFICACY

O EFEITO DOS PERFIS DOS ALUNOS PANCASILA BASEADOS NA AUTOAVALIAÇÃO NO QUOCIENTE DE ADVERSIDADE E NO PENSAMENTO CRÍTICO ATRAVÉS DA AUTOEFICÁCIA

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Abstract. This research examines the effect of a self-assessment-based Pancasila student profile on adversity quotient and critical thinking skills by controlling self-efficacy. A quasi-experimental was conducted involving 306 seventh-grade junior high students in Abang District, Karangasem Regency questionnaire in which questionnaires and tests were applied to obtain the data. The obtained data were analyzed quantitatively. The results of the research show: 1) there is a simultaneous difference between students' adversity quotient and critical thinking skills between the students who are taught with self-assessment-based Pancasila student profile and the students who are taught with conventional self-assessment in which all of the students are controlled for their self-efficacy. 2) There is an impact contributed by self-efficacy toward students' critical thinking skills and students' adversity quotient, 3) there is a significant effect contributed by self-assessment-based Pancasila students on students' critical thinking skills and students' adversity quotient. A self-assessments-based Pancasila student profile is recommended to improve students' adversity quotient and critical thinking skills.

Keywords: adversity quotient, critical thinking skills, Pancasila student profile, self-assessment, self-efficacy

Resumo. Esta pesquisa examina o efeito de um perfil de aluno Pancasila baseado em autoavaliação no quociente de adversidade e nas habilidades de pensamento crítico, controlando a autoeficácia. Foi realizado um questionário quase experimental envolvendo 306 alunos do ensino fundamental da sétima série no distrito de Abang, Karangasem Regency, no qual foram aplicados questionários e testes para obter os dados. Os dados obtidos foram analisados quantitativamente. Os resultados da pesquisa mostram: 1) há uma diferença simultânea entre o quociente de adversidade e as habilidades de pensamento crítico dos alunos entre os alunos que aprendem com o perfil de aluno Pancasila baseado na autoavaliação e os alunos que aprendem com a autoavaliação convencional em onde todos os alunos são controlados quanto à sua autoeficácia. 2) Há um impacto contribuído pela autoeficácia nas habilidades de pensamento crítico dos alunos e no quociente de adversidade dos alunos, 3) há um efeito significativo contribuído pelos alunos Pancasila baseados na autoavaliação nas habilidades de pensamento crítico dos alunos e no quociente de adversidade dos alunos . Recomenda-se um perfil de aluno Pancasila baseado em autoavaliações para melhorar o quociente de adversidade e as habilidades de pensamento crítico dos alunos.

Palavras-chave: quociente de adversidade, habilidades de pensamento crítico, perfil de aluno Pancasila, autoavaliação, autoeficácia

1. INTRODUCTION

In the 5.0 era, the development of technological aspects plays a crucial role since technology is integrated into education (Salam et al., 2023). It indicates that the learning activities are assisted by using technology to train students' skills. In line with this condition, Judijanto et al.(2024) add that Education 5.0 requires students to have skills in adaptation, collaboration, and creativity with technology integration. It shows that students adapt,

collaborate, and create creativity by using technology. They use technology to access more information and create ideas. It is supported by Legi et al. (2023) in which technology plays a crucial role in facilitating the teaching and learning process to reach the current demands of the industry. Students need to be familiar with technology since they are required to use it for the industry. Therefore, it can be seen that Education 5.0 requires the learning process to be integrated with the use of technology.

Considering the current situation, teachers have important roles in the teaching and learning process. They must prepare the learning process with the utilization and access to technology (Eliwatis et al., 2022; Matorevhu, 2023; Okebiorun et al., 2021; Pratama et al., 2022). It allows the students to get wider information for their learning so they can explore themselves. In addition, this condition leads teachers to possess the ability to digital literacy (Hikmat, 2022). It indicates that teachers know how to use technology in the learning process which can be useful for the learning process due to various designs of activities. Teachers do not become the learning provider but they become facilitators (Harahap et al., 2023). It shows that teachers will facilitate their students to use technology so they can create independent learning for students. It creates a situation in which students can learn by themselves. In short, teachers must be able to integrate technology and become facilitators in the teaching and learning process.

Due to the change in the technology integration situation, teachers also need to guide students to develop their self-efficacy in facing the demands. Self-efficacy refers to the attitude to manage the challenges as not their problems (Andani et al., 2023; Bistolen & Setianingrum, 2019). It indicates that students can handle the problems that they face. In addition, self-efficacy also deals with the belief due to the ability to complete the task successfully (Lianto, 2019; Mulu et al., 2023; Solanki, 2022). They are confident that they can manage their task well to achieve particular results. Higher self-efficacy leads to high effort to finish the task and vice versa. Thus, it can be seen that self-efficacy can help students survive in facing problems or tasks.

When students have high self-efficacy, it also impacts their adversity quotient and critical thinking. The adversity quotient deals with the measurement of the individual to overcome difficulties, challenges, or problems in life (Matahari et al., 2020). In addition, the adversity quotient also deals with the ability to control emotions to achieve success in life (Manurung et al., 2021). It encourages individuals to face the obstacles. Besides, it also deals with positive thinking, both physically and psychologically to solve problems and challenges (Pratiwi & Sinaga, 2022). On the other hand, critical thinking concerns curiosity about the problems to find out more information (Cindiati et al., 2021). This skill leads individuals to find deep information to deal with problems. In addition, this skill involves the process of conceptualizing, analyzing, and evaluating different knowledge based on observations, experiences, and reflections to make decisions (Pentury et al., 2023). Pradana et al. (2020) add that critical thinking allows students to obtain new knowledge from problem-solving. This skill is needed to handle various problems (Purwaningsih & Wangid, 2021).

However, there is a problem regarding the adversity quotient and critical thinking of students. The pre-observation was done and revealed that students of junior high school in Abang District, Karangasem Regency had problems with those abilities, particularly in science subjects. They have tendencies to give up quickly when they face difficult problems. Apart from that, students also tend to analyze the problems given by teachers without exploring or analyzing the problems deeply. Students cannot maximize their efforts and results in science subjects. This problem needs to be handled.

In connection with this problem, a self-assessment needs to be conducted to solve the problem. Self-assessment concerns the judgment of the students to evaluate the quality of their work, analyze the gap between their work and their expectations (Halim et al., 2020; Yan,

2020). In addition, Lesmana and Rokhyati (2020) define self-assessment as a technique to evaluate students' skills, understanding, and behavior during their learning. It directs students to make their judgments. One of the current self-assessments which suitable for this condition is the self-assessment-based Pancasila student profile. Pancasila student profile is a program to build the values of *Pancasila* (five fundamental values) for students (Tricahyono, 2022). It concerns the character of *Pancasila* to be ready to face global challenges. The program covers six main characteristics, namely critical thinking, creativity, independence, faith and piety to God Almighty, noble character, cooperation, and global diversity (Kahfi, 2022). It can be said that self-assessment based on Pancasila students' profiles can provide judgment for their ability as well as their character.

The implementation of self-assessment and Pancasila student profiles has been revealed to be effective for students. Sintayani and Adnyayanti (2022) reported that self-assessment showed a positive effect on students' performance since they know their strengths and weaknesses. Besides, Demirbulak et al. (2022) and Takarroucht (2022) reported self-assessment influences positively students' self-efficacy. On the other hand, Pancasila students' profiles have been also reported to be effective in influencing students' critical thinking by Rahmawati et al. (2023) and students' independence by Fajriansyah et al. (2023). These results indicate that self-assessment-based Pancasila student profiles are effective in being conducted in 5.0 education.

Regarding the explanation above, the present study aims to examine the effect of self-assessment-based Pancasila student profiles on students' adversity quotient and critical thinking by controlling their self-efficacy for science learning at the junior high school level at Abang District, Karangasem Regency.

2. METHOD

Research Design

The design of the present study was framed in the quasi-experimental approach. The present study applied a single-factor independent group design with the use of a covariate.

Population and Samples

The population of the study was seventh-grade junior high students in Abang District, Karangasem Regency. Then, a random sampling technique was applied to determine the sample of the study involving 306 students. Moreover, the samples were divided into experimental and control groups. The experimental group took part in science learning with a self-assessment-based Pancasila student profile whereas the control group took part in science learning with the conventional self-assessment carried out in schools.

Instruments

There were two types of instruments, namely questionnaires and tests. The questionnaire covered adversity quotient and self-efficacy questionnaire. Besides, the critical thinking skills test was also administered. The reliabilities of instruments were 0.970 for the adversity quotient questionnaire, 0.886 (stage I), 0.855 (stage II) for the test, and 0.969 for the self-efficacy questionnaire.

Data Analysis

The obtained data were analyzed quantitatively. Two types of tests were conducted to analyze the data, namely the prerequisite (normality test of data distribution (univariate and multivariate), the group variance homogeneity test, the data linearity test, the covariate regression significance test on the dependent variable, the regression direction parallelism test,

and the multicollinearity test) and hypothesis testing done by conducting multivariate covariance analysis using a significance level of $\alpha = 0.05$ with the assistance of the SPSS 23.0 program.

3. FINDING AND DISCUSSION

The data of the current study were collected and tabulated into six groups of data, such as; 1) students' self-efficacy in joining natural science class with self-assessment-based Pancasila student profile, 2) students' self-efficacy in joining natural science with conventional self-assessment, 3) students' adversity quotient in joining natural science with self-assessment-based Pancasila student profile, 4) students' adversity quotient in joining natural science class with conventional self-assessment, 5) students' critical thinking skills in joining natural science with self-assessment-based Pancasila student profile, 6) students' critical thinking skills in joining natural science with conventional self-assessment. Those groups of data were initially analyzed for the descriptive quantitative in which the result is presented in Table 1.

Table 1. Descriptive Analysis Result.

Statistic	A_1			A_2		
	X	Y_1	Y_2	X	Y_1	Y_2
Data	154	154	154	152	152	152
Number of Data	24917	33232	6112	24406	31093	5293
Maximum Ideal Score	200	255	60	200	255	60
Minimum Ideal Score	40	51	0	40	51	0
Maximum Score	190	242	58	189	232	53
Minimum Score	132	186	20	132	176	15
Range	58	56	38	57	56	38
Mean	161.80	215.79	39.69	160.57	204.56	34.82
Median	162	216	40	161	205	35
Modus	171	225	40	160	204	35
Standard Deviation	11.63	11.61	9.00	11.52	11.50	8.93
Variance	135.13	134.74	81.08	132.63	132.26	79.72

Based on the descriptive analysis result in Table 1, each group of data was described as follows. The mean score of students' self-efficacy who joined the natural science learning process with self-assessment-based Pancasila student profile was 161.80 considered a high category and the standard deviation was 11.63 meanwhile the students' self-efficacy with conventional self-assessment gained 160.57 covered as high category and the standard deviation was 11.52. The mean score of students' adversity quotient joining the natural science class with self-assessment-based Pancasila student profile was 215.79 perceived as a very high category and the standard deviation was 11.61 meanwhile the students' adversity quotient joining the natural science class with conventional self-assessment perceived the mean score of 204.56 categorized as high category with the standard deviation was 11. 50. Another result

showed that the mean score of students' critical thinking skills who studied natural science with a self-assessment-based Pancasila student profile was 39.68 perceived as a high category with a standard deviation of 9.00 meanwhile the students who were taught by using conventional self-assessment only achieved the mean score of 34.83 categorized as a sufficient category with standard deviation was 8.93.

The descriptive statistical analysis result above showed that there was a difference in students' self-efficacy, adversity quotient, and critical thinking skills between students who were taught by using a self-assessment-based Pancasila student profile and conventional self-assessment. The obtained data were continuously analyzed for the inferential statistical analysis but the data were tested for the prerequisite test. The result of the prerequisite test was presented as follows.

A normality test was conducted to find out whether the obtained data were normally distributed or not. The result is presented in Table 2.

Table 2. The Result of Normality Test

No	Variables	Group	*Kolmogorov-Smirnov*[a]			α	Note
			Statistics	df	Sig.		
1	Self-efficacy	A_1	.062	154	.200	.05	Normal
2	Self-efficacy	A_2	.064	152	.200	.05	Normal
3	Adversity Quotient	A_1	.062	154	.200	.05	Normal
4	Adversity Quotient	A_2	.064	152	.200	.05	Normal
5	Critical Thinking Skills	A_1	.058	154	.200	.05	Normal
6	Critical Thinking Skills	A_2	.059	152	.200	.05	Normal

Based on the result in Table 2, it was interpreted that the obtained data were normally distributed since the significant value was .200 which was higher than the standard value .05. Multivariate normality test was conducted to support this result. It aimed at finding the multivariable normal distribution. The result is displayed in Picture 1.

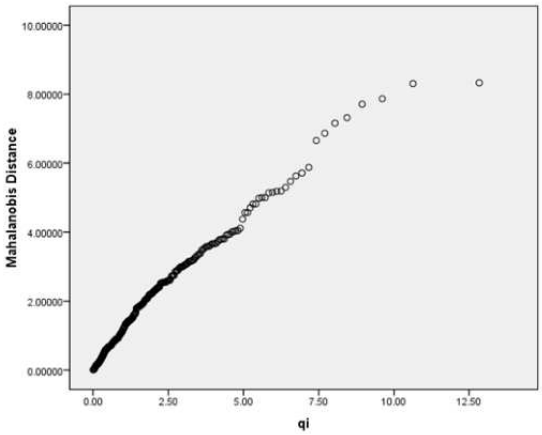

Figure 1. Scatter Plot Multivariate Normality

Figure 1 presented that the scatter plot and correlational coefficient was .988 which was higher than r-table .128. It could be seen that the data were normally distributed and eligible

for the homogeneity test. The homogeneity test was conducted by using Lavene's test and Box''s test. The result is presented in Table 3 below.

Table 3. Homogeneity Test Result

No	Variables	F	Sig	Note
1	Self-efficacy	.079	.211	Homogeneous
2	Adversity Quotient	.559	.455	Homogeneous
3	Critical Thinking Skills	.636	.426	Homogeneous
4	Adversity Quotient & Critical Thinking Skills	.008	.999	Homogeneous

The result of Table 3 indicated that all the variables were homogeneous since the significance of each variable was homogeneous. The significant value of self-efficacy was .211 > .05. The significant value of adversity quotient was .455 > .05 and students' critical thinking skills achieved sig.426 >.05. Those revealed that the variables were homogeneous meanwhile the simultaneous homogeneity was found between students' adversity quotient and critical thinking skills presented with significant value .999 > .05.

The obtained data were analyzed for the linear regression in which the result showed that the significance was .153 which was higher than .05 meanwhile $F_{_count}$ was .455 which was also higher than $F_{_table}$. It indicated that the data were linear. The direction of regression was also obtained to find out the regression meaning which indicated whether the covariate variable had a significant influence on the dependent variable or not. The determination was taken by obtaining the significance of "compare mean". If the significance of $F_{_deviation\ linearity}$ was lower than .05, then it was assumed that there was a linear regression among the variables. The result showed that the significant value was .001 which was lower than the standard value of .05. It revealed that there was a linear regression between students' self-efficacy towards students' adversity quotient and students' self-efficacy toward students' critical thinking skills.

To find out the regression parallelism, another test was conducted in which the determination was considered by obtaining the F-test result. The result showed that $F_{_count}$ was .459 and the significant value was .499. It was also found another result indicating that the $F_{_count}$ was .21 and the significance was .884. It could be seen that there was no line slope in the regression of students' self-efficacy, adversity quotient, and students' critical thinking owned by the students who were taught with self-assessment-based Pancasila students' profile and the students who were taught with conventional self-assessment.

A multicollinearity test was conducted to find out whether two or more independent variables did not have a high correlation. It was also conducted to ensure that two or more dependent variables could be used as different criteria. The dependent variables of the current study, such as; students' adversity quotient and critical thinking skills were tested for their multicollinearity. The criterion for testing multicollinearity was "if the correlation coefficient was more than 0.8, then it was assumed that multicollinearity occurred". The result showed that the correlation significance was .267<0.8 indicating that there was no multicollinearity.

Hypothesis Testing Result

The obtained data were continuously analyzed for hypothesis testing through MANCOVA analysis. The results were elaborated as follows.

Table 4. The MANCOVA Analysis Result

Discrimination Test			
Effects		F-*Wilk"s Lambda*	Sig
Self-assessment-based Pancasila Student Profile and Self-Efficacy Control		54.965	.000
Self-assessment-based Pancasila Student Profile and Self-Efficacy Control	Adversity Quotient	85.708	.000
	Critical Thinking Skills	22.471	.000

The data presented in Table 4 indicated that there was a simultaneous effect contributed by self-assessment-based Pancasila student profile and students' self-efficacy. It was proved by the significance of .000 which was lower than .05. This result revealed that self-assessment-based Pancasila student profiles were effective in improving students' adversity quotient and critical thinking skills. As independent variables, they contributed to the effect simultaneously. In addition, the effect given by each variable was also analyzed by obtaining the significance of mean discrimination or difference.

Table 5. The Significance of Mean Difference

The Significance of the Mean Difference Test			
Effects		Mean Difference	Sig
Self-assessment-based Pancasila Student Profile and Self-Efficacy Control		-	.000
Self-assessment-based Pancasila Student Profile and Self-Efficacy Control	Adversity Quotient	10.616	.000
	Critical Thinking Skills	4.497	.000

Based on the analysis of significant mean differences from the MANCOVA analysis, the effect of each subject was revealed through the mean difference between the groups. The result revealed that; 1) there was a difference between students' adversity quotient who were taught by using self-assessment-based Pancasila student profile and students' adversity quotient who were taught with conventional self-assessment. 2) there was a difference between students' critical thinking skills who were taught by using a self-assessment-based Pancasila student profile and students' critical thinking skills who were taught with conventional self-assessment. 3) there was a difference between students' adversity quotient who were taught with self-assessment-based Pancasila student profile assisted by controlled self-efficacy and the students who were taught by conventional self-assessment assisted by uncontrolled self-efficacy. These results strengthened the previous analysis related to the effect contributed by self-assessment-based Pancasila student profile and self-efficacy in which they had a significant effect on students' adversity quotient and students' critical thinking skills.

4. DISCUSSION

The study revealed that assessment based on Pancasila students' profiles contributed a significant effect on students' adversity quotient and critical thinking skills which also had a simultaneous effect on self-efficacy. It was found that self-efficacy influenced students' adversity quotient for the students in both groups. Students who had high self-efficacy were able to solve the problems by improving their abilities. They increased and maintained their efforts of facing failures by quickly recovering the sense of accomplishment including their skills and knowledge. This finding was relevant to the previous study which also discovered that there was a positive correlation between academic self-efficacy and adversity quotient (Astuti et al., 2023; Pasadenia & Soetjiningsih., 2022). Ikbar et al., (2022) conducted a study that found out that self-efficacy had a positive relationship with adversity quotient influencing students' academic performance. It was also added that self-efficacy and adversity quotient had a dominant impact on students' learning performance (Ismawati & Andriyani, 2022). It assumed that the finding of the present study strengthened the previous studies proving that self-efficacy was an important component influencing students' adversity quotient.

Vachova et al., (2023) stated that self-efficacy was a component controlling students' critical thinking dimensions which indirectly improved their abilities. It was strengthened by the current finding showing that self-efficacy was also perceived as a factor influencing students' critical thinking skills. It was found that self-efficacy allowed students to evaluate and estimate how much effort they needed to achieve the learning objectives. It significantly improved students' abilities such as; identifying, clarifying, analyzing, and synthesizing the information to solve the problem. Liu et al., (2021) conducted a study that found a similar result. It revealed that self-efficacy influenced students' creative and critical thinking skills. It positively increased students' critical thinking skills viewed from the students' perception itself (Saepuloh et al., 2021).

In addition, another significant variable was also found to contribute a positive impact towards the improvement of students' adversity quotient and critical thinking skills. Self-assessment-based Pancasila student profile had a significant influence on students' adversity quotient and critical thinking skills. It supported the study conducted by Janna and Suriady (2024) revealing that adapting Pancasila students' profiles as the base of the learning process significantly affects students' critical thinking skills. It was relevant to several studies discussed about self-assessment on students' critical thinking skills. a study concluded that self-assessment influences students' learning style which indirectly leads them to have a better critical thinking skill (Ahmad et al., 2021). Besides, Riswanto et al., (2022) found out that the essence of self-assessment affects students' critical thinking skills and empowers them to evaluate the learning process. The present study showed that self-assessment improved students' critical thinking skills allowing them to focus on each step in their learning activities.

The adaptation of self-assessment-based Pancasila students' profiles was a further action towards the integration of Pancasila students' profiles that had been conducted by many researchers. Sari and Ariswan (2021) ever conducted a study integrating Pancasila students' profiles into an e-module to improve students' critical thinking skills. The result of the study showed a positive impact on students' critical thinking skills. Another study concluded that implementing a project to strengthen the profile of Pancasila students in independent curriculum learning can increase student adversity quotient as found in the current study (Jamaludin et al., 2022). The implementation of this project led students to be able to face the problems which those problems stimulated students' adversity quotient and increased students' learning outcomes (Asiati & Hasanah, 2022). It indicated that integrating self-assessment-based Pancasila students' profiles affects students' adversity quotient and critical thinking skills.

5. CONCLUSION

The findings that have been discussed deeply in the previous sections reveal several conclusions drawn about the current study. Those are; 1) there is a simultaneous difference between students' adversity quotient and critical thinking skills between the students who are taught with self-assessment-based Pancasila student profile and the students who are taught with conventional self-assessment in which all of the students are controlled for their self-efficacy. 2) There is an impact contributed by self-efficacy toward students' critical thinking skills and students' adversity quotient, 3) there is a significant effect contributed by self-assessment-based Pancasila students on students' critical thinking skills and students' adversity quotient. These results implicate the implementation of the Merdeka curriculum, particularly the adaptation of the Pancasila student profile in the assessment process and the application of self-assessment controlled with self-efficacy in improving students' critical thinking skills and adversity quotient.

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