



# The Relationship between Learning Motivation and Students' Perception towards Learning Outcomes of The Pancasila Student Profile Strengthening Project in The Kurikulum Merdeka

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**Abstract.** The significance of evaluation in the implementation of the Kurikulum Merdeka in Indonesia serves as the foundation for this study. The purpose of this study was to determine the relationship between learning motivation, student perception, and learning results during the Pancasila Student Profile Strengthening Project (P5). The sort of research used is correlational research. The study's population consisted of 285 class VIII students from SMP Negeri 2 Pamijahan. The Slovin formula was used to calculate sample size. A sample size of 170 students was gathered. The data collection instrument included a Likert Scale questionnaire for student motivation and perception, as well as a documentation study of the P5 values received by students in school. The background of this research is the importance of evaluation in implementing the Kurikulum Merdeka in Indonesia. This study aimed to determine the relationship between learning motivation and student perception with learning outcomes in the Implementation of the Pancasila Student Profile Strengthening Project (P5). The type of research used is correlational research. The population of the study used were 285 students of class VIII of SMP Negeri 2 Pamijahan. The calculation of sampling used the Slovin formula. The sample size of 170 students was obtained. The data collection instrument used a Likert Scale questionnaire for student motivation and perception, as well as a documentation study of the P5 values obtained by students at school. The data processing techniques used were the Correlation test and Simple Regression Analysis. The results of the study show that Learning Motivation is 72.1% in the middle category, Student Perception is 66.5% and the P5 learning outcomes of most students 49.5% are in the developing category according to expectations. The relationship between learning motivation and P5 learning outcomes of 0.654 is in the high category. The relationship between student perception and P5 learning outcomes of 0.627 is in the high category. The results of this study indicate that there is a strong relationship between learning motivation and P5 learning outcomes. Likewise, there is a strong relationship between students' perceptions of P5 and P5 learning outcomes.

**Keywords:** Learning Motivation, Student Perception and P5 Learning Outcomes.

# 1 Introduction

## 1.1 Research Background

The Law No. 20 of 2003 concerning the National Education System states that the objectives of National education are: "Developing the potential of students to become human beings who believe and fear Allah and become democratic and responsible citizens. The objectives of education are the main objectives in efforts to improve the quality of Indonesian human resources that are better in terms of spiritual, cognitive, affective, emotional, social, and independence which are a manifestation of the personality of a nation with character(Sunarto & Sagirani, 2014)(Ibrahim, 2021)."

One of the efforts to achieve the expected educational goals is through the education curriculum. The curriculum is always undergoing changes due to social, cultural, political, economic influences, as well as advancements in science and technology. Curriculum innovation must be carried out dynamically to keep up with the changes that occur. The most recent curriculum to be introduced in schools is the Merdeka Curriculum. The foundation of the Merdeka Curriculum is the creation of student profiles, which enables students to embody the ideals and spirit found in the Pancasila principles. Students with this kind of profile are called Pancasila Students.

The Pancasila Student Profile Program is one of the government's initiatives to support students in developing attitudes, behaviors, and moral fiber in accordance with Pancasila principles. A formulation of the Graduate Competency Standards (SKL) at every educational level for character development in line with Pancasila values may be found in the Pancasila Student Profile.

In an attempt to improve many facets of the Pancasila student profile, the Pancasila Student Profile Strengthening Project (P5) is a cross-disciplinary learning experience in developing a solution to an issue that arises in the surrounding environment. (Ministry of Education and Culture, 2020). The P5 based on Ministry of Education and Culture No.56/M/2022 is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and characters in accordance with the Pancasila student profile, which is compiled based on Graduate Competency Standards (Hidayat, 2023). The P5 is implemented flexibly (Hidayat, 2023).

P5, based on Ministry of Education and Culture Regulation No. 56/M/2022, is a project-based co-curricular activity (Sauri et al., 2022). The project is an attempt to strengthen various aspects of the Pancasila student profile (Ministry of Education and Culture, 2020). P5, based on Ministry of Education and Culture Regulation No. 56/M/2022, is a project-based co-curricular activity. The project is designed to strengthen efforts to achieve the competencies and character of Pancasila students, based on the Graduate Competency Standards. flexibly to adjust to the conditions in schools The Student Profile Improvement Project is implemented.

P5 is an effort to realize the Pancasila student profile using a new paradigm in the form of project-based learning (Widarini & Suterji, 2023). In implementing P5, teachers are expected to accompany the learning process of students so that they can develop noble character as contained in the Pancasila student profile (Idayanti, 2023) . P5 offers

children the possibility to grow as individuals and to absorb knowledge from their environment. Students can study significant themes or issues like anti-radicalism, mental health, culture, entrepreneurship, technology, climate change, and democratic living in this project activity. This will enable them to take practical steps toward addressing these issues in accordance with their needs and learning stages. This strengthening project can also encourage students to contribute and make an impact on their surrounding environment (Yeung, 2023).

The P5 activities are separate from intracurricular activities (Ministry of Education and Culture, 2020). Co-curricular learning is carried out through project work and students are given the freedom to actively analyze, explore, and overcome problems that occur such as environmental problems, economic problems, sanitation and so on to foster critical thinking skills, caring, and solving complex problems as a form of character development of Pancasila students.

P5 is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile, which is developed based on Graduate Competency Standards. There are 6 dimensions in the Pancasila student profile that serve as indicators for character strengthening, namely: (1) having faith and devotion to God the Almighty and possessing noble character; (2) global diversity; (3) collaboration; (4) independence; (5) critical thinking; (6) creativity.

P5 is based on four principles: the exploratory principle, the contextual principle, the student-centered principle, and the holistic principle. Seeing anything holistically is viewing it entirely, rather than in parts or in isolation. The holistic framework encourages us to look at a theme thoroughly and grasp the interconnectedness of numerous parts to comprehend an issue in depth when planning a project to raise the visibility of Pancasila students.

## 1.2 The Principles of The P5.

There are 4 principles in The P5, namely: holistic principle, contextual principle, centered principle and exploration principle. Holistic means viewing something as a whole and comprehensively, not partially or separately. In the context of designing a project to strengthen the profile of Pancasila students, a holistic thinking framework encourages us to examine a theme as a whole and see the interconnectedness of various things to understand an issue in depth (3).

The contextual principle relates to learning activity efforts taken from real experiences gained in everyday life (Jia et al., 2022). This principle emphasizes educators and students to make the surrounding environment and the reality of everyday life as learning materials (Chaeroh et al., 2021). The learner-centered principle relates to the concept of learning that makes learners active learning subjects who manage their own learning process, have the opportunity to determine the topic of the P5 project according to their interests. Educators are expected to reduce their role as the main actors who explain a lot of material and provide instructions (Gómez-Pablos et al., 2016). The principle of exploration is a principle that provides students with the widest possible opportunity to explore deeper the knowledge and information obtained as a process of self-development. So that learning is not limited to only occurring in the classroom and at

the specified time. P5 is not in the intracurricular structure related to learning that is taught only in the classroom (3).

Motivation is an existing drive to learn something. Learning motivation is the drive for learning activities and student learning success at school (Deci & Ryan, 1981) (How People Learn II, 2018). The high motivation of a person in learning can arise from within themselves (intrinsic motivation) or from the influence of people around them (extrinsic motivation) (Dembo & Eaton, n.d). Motivation is one of the important factors in the learning process, because motivation can provide enthusiasm to students in their learning (Alhadi & Saputra, 2017). With motivation, students can follow their learning activities from the beginning and make it easier for students to absorb the lessons they have received.

According to research conducted by , the P5 management strategy in Elementary Schools is divided into six steps, namely, starting the project, optimizing the implementation of the project, closing the series of activities, celebrating the project's learning outcomes, reporting the project's results, and finally managing the report card assessment. This strategy is implemented with the aim that the P5 learning process or activities can run well and be able to achieve learning objectives. This strategy can be implemented separately for each activity schedule.

### 1.3 Relevant Previous Research

The preliminary study was conducted using observation and interview methods at Pamijahan 2nd State Junior High School in Bogor. Based on interviews with several teachers, it was found that the The P5 had been implemented in schools. However, in its implementation, there were still students who were less motivated in the P5 activities, such as not paying attention to the teacher when explaining the material about the P5 activities to be carried out, lack of knowledge about P5. This shows that P5 activities have not received serious attention from students.

Based on the description of the background of the problem above, the researcher is interested in conducting a study titled "The Relationship Between Learning Motivation and Students' Perception of Learning Outcomes in the Subject of Strengthening the Pancasila Student Profile (P5)." This research is carried out to uncover the issues in learning that exist in the context of implementing the independent learning curriculum policy in schools. (Laila et al., 2022).

Several studies on learning using the Project Based Learning model have been conducted by researchers. The research titled "Enhancing Students' Critical Thinking Skills in Mathematics Learning Through Videoscribe Learning Multimedia" by (4). The results of the study indicate an improvement in critical thinking skills in mathematics learning by 32.3%. Students were more focused and enthusiastic in participating in the learning process using Videoscribe learning multimedia.

"The Impact of Project-Based Learning Model on Science Learning Outcomes of Elementary School Students" is the title of the study carried out by (5). The average value of 63.29 before the use of the Project Based Learning model can grow to 80.15, indicating that learning through the use of the model can improve student learning outcomes.

The research titled "Implementation of the Pancasila Student Profile Strengthening Project (P5) as an Effort to Strengthen Character" by [NO\_PRINTED\_FORMAT] (1). The results of the study indicate that the P5 program assists students in achieving skills and character in line with the Pancasila student profile.

The research entitled "Improving Creative Thinking Ability and Soft Skills of Mathematics Students Through Videoscribe Multimedia Teaching Materials" by (4). The results showed that students who used Sparkol Videoscribe learning media had significantly better mathematical creative thinking skills and soft skills compared to students who used PPT learning media.

#### **1.4 The Objectif of This Study.**

The objective of this study is to investigate the relationship between learning motivation and P5 student learning outcomes. Additionally, the study will investigate the relationship between student perceptions and P5 student learning outcomes. Finally, the study will investigate the combined relationship between learning motivation and student perceptions on P5 student learning outcomes.

The expected benefit of this research is for educators to understand that student motivation and perception are related to student learning outcomes. Motivation and perception are supporting factors in achieving student learning results. It is important to make efforts to enhance student motivation and perception, such as providing explanations that students can understand about P5 and the importance of implementing P5 as a learning activity in schools.

## **2 Research Method**

This research is a quantitative study because it uses inferential statistical analysis in its data processing. The type of research conducted is correlational research. Correlational analysis is an analysis to determine the level of relationship between two or more variables, where the researcher does not provide treatment to the independent variables. (Riadi, 2019). This research uses a descriptive method as it utilizes the learning outcomes data of P5 that the students already possess at school.

The population in this study is 285 eighth-grade students at SMPN 2 Pamijahan. A sample is a part of a population that is used as an object/subject of research. So, a sample is a part of the total and the characteristics possessed by a population (Sugiyono, 2016). The sample in this study consists of 170. The sampling technique used in this research employs Slovin's formula. (6).

The instruments in this study are a questionnaire and documentation. The research instrument questionnaire is used to measure students' motivation and learning perceptions, while documentation is used to assess the learning outcomes of the Pancasila Student Profile Strengthening course. (P5). Before being used to collect research data, the motivation and perception questionnaire instrument was first tested to determine

the validity and reliability of the instrument. To determine validity, the Pearson product-moment correlation formula was used, while the Cronbach's alpha formula was used to determine the reliability of the instrument. (7).

The data analysis technique used is the correlation test for ordinal data, specifically Spearman's rank correlation (8). This test does not require assumptions of normality and homogeneity because it uses ordinal data. There are two pairs of hypotheses that need to be tested in this research, namely:

$H_0'$  : there is no relationship between learning motivation and learning outcomes of P5

$H_1'$  : there is a relationship between learning motivation and learning outcomes of P5

$H_0''$  : there is no relationship between perception and learning outcomes of P5

$H_1''$  : there is a relationship between perception and learning outcomes of P5.

### 3 Results and Discussion

#### 3.1 Description of Learning Outcome P5

To determine how good the P5 assessment results are, criteria are needed that can be used as assessment guidelines. The Assessment of Learning Outcomes P5 uses the criteria as shown in Table 3.1.

**Table 1.** The Criteria of P5 Assessment Score .

No.	Assessment	Score
1	Very Developed	4
2	Developing As Expected	3
3	Under Development	2
4	Starting to Grow	1

Description of Learning Outcome of P5 can be shown in the Fig. 3.1

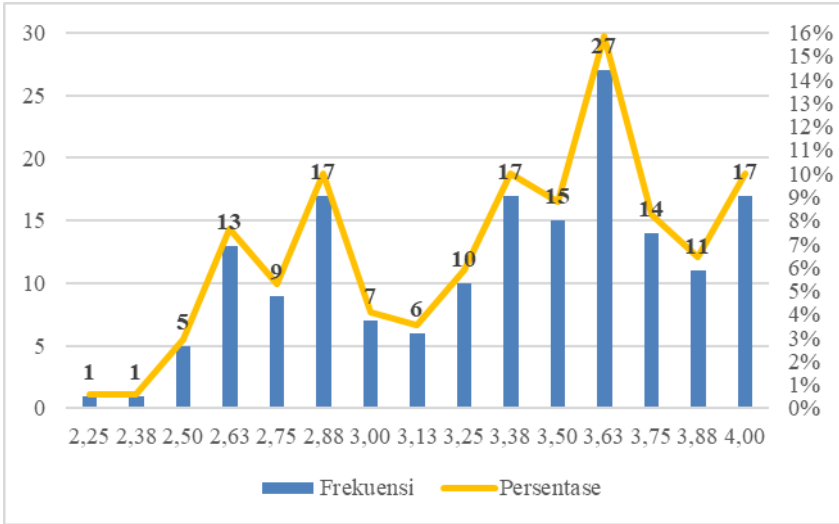


Fig. 3.1. P5 Student Learning Outcomes Diagram

In Fig.3.1., the highest score is 4 with a percentage of 10%, while the smallest score is 2.25 with a percentage of 0.6%. After knowing the percentage of P5 grade VIII SMP Negeri 2 Pamijahan, the researcher looked for the proportion of each P5 value by looking for the mean and standard deviation of the data that had been obtained. The following are descriptive statistics on the P5 student learning outcome data.

Table 3.2. Descriptive Statistics of Learning Outcomes P5.

N	Mean	Median	Modus	Standard Deviation	Variiances	Max Score	Min Score
170	3.34	3.37	3.63	0.46	0.212	4	2.25

In Table 3.2, the Mean value is 3.34 and Standard Deviation = 0.46. To find out the category of P5 learning outcomes that are classified as starting to develop, developing, developing according to expectations and very developing, a grouping is made using the [NO\_PRINTED\_FORM] (9).

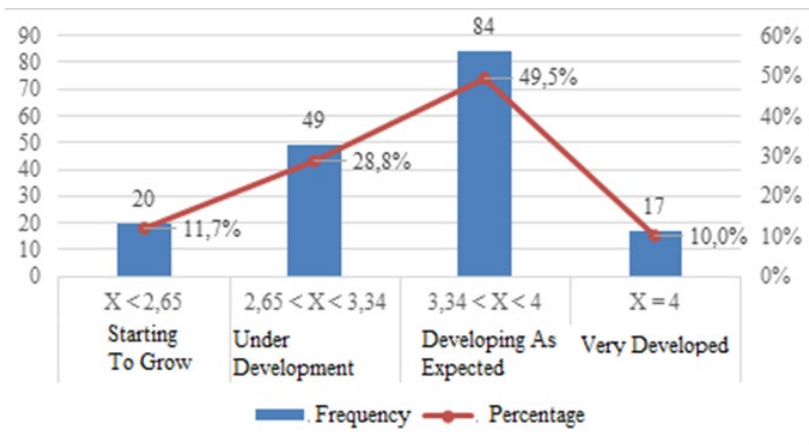
Table 3.3. P5 Learning Outcome Assessment Criteria Based on Pakpahan and Legi Formulas

No	Score Interval	Category
1	$X = 4$	Very Developed
2	$3,34 < X < 4$	Developing As Expected
3	$2,65 < X < 3,34$	Under Development
4	$X < 2,65$	Starting to Grow

After determining the score interval for each assessment category, the percentage for each category is then calculated. The percentage of students for each category is shown in Table 3.4.

**Table 3.4.** Percentage of Student Learning Outcomes P5.

No.	Score Interval	Frequency	Percentage (%)	Category
1	$X = 4$	17	10	Very Developed
2	$3,34 < X < 4$	84	49,5	Developing As Ex-pected
3	$2,65 < X < 3,34$	49	28,8	Under Development
4	$X < 2,65$	20	11,7	Starting to Grow



**Fig. 3.2.** Percentage of Learning Outcomes.

In Fig. 3.2, it is known that the majority of P5 learning outcomes are in the developing category according to expectations, as many as 84 students with a percentage of 49.5%. Thus, in general, it can be said that student learning outcomes are included in the category of Developing As Expected.

### 3.2 Description of Student Motivation

To obtain data on learning motivation, researchers used a questionnaire method. In this study, the objects of research were 170 students. The following is the data on the learning motivation scores of students who were the research samples.



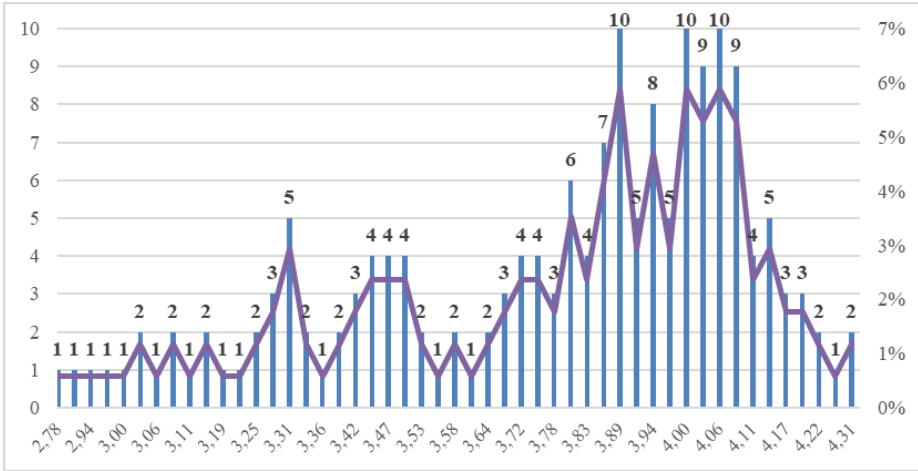


Fig. 3.3. Student Learning Motivation Scores.

Table 3.5. Description of Statistics on Learning Motivation of Students.

N	Mean	Median	Modus	Standard Deviation	Variance	Max Score	Min Score
170	3.760	3.800	3.890	0.340	0.119	4.310	2.780

In Table 3.5, the mean value is 3.76, the standard deviation is 3.89, the highest value is 4.31 and the lowest value is 2.78. To find out the category of student learning motivation that is classified as high, medium, and low, a grouping is made using the following formula [NO\_PRINTED\_FORM] (10)

Table 3.6. Learning Motivation Category.

No	Score Interval	Category
1	$Y > 4,14$	High
2	$3,46 \leq Y \leq 4,14$	Medium
3	$Y < 3,46$	Low

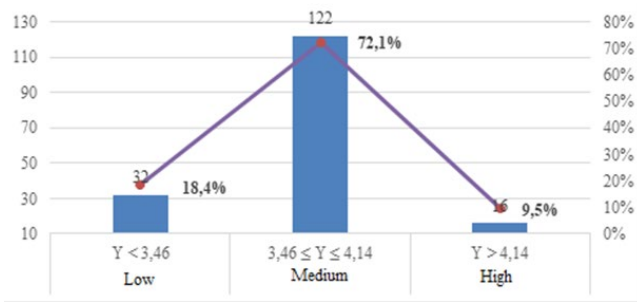
After the interval for each motivation category is known, the percentage for each category is then calculated. Percentage of Each Category of Student Learning Motivation is shown in the Table 3.7.

Table 3.7. Percentage of Each Category of Student Learning Motivation.

No	Score Interval	Frequency	Percentage (%)	Category
1	$Y > 4,14$	16	9,5	High
2	$3,46 \leq Y \leq 4,14$	122	72,1	Medium

3	$Y < 3,46$	32	18,4	Low
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Table 3.7 can be expressed visually in the form of a diagram to make it easier to understand, as shown in Figure 3.4.

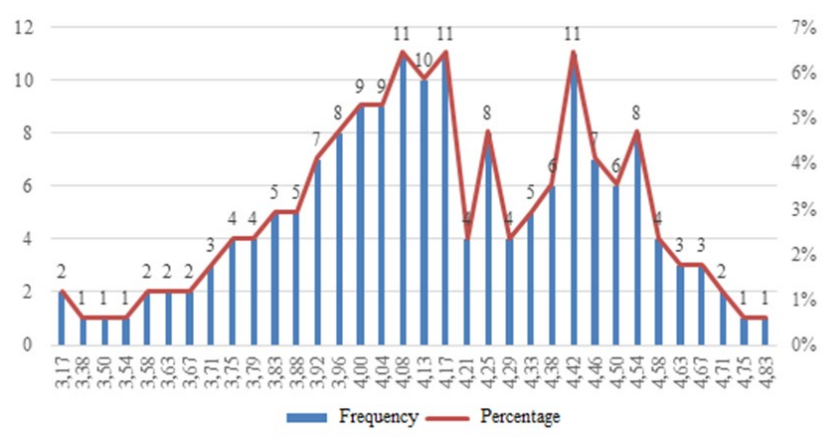


**Fig. 3.4.** Student Learning Motivation Scores.

In Fig. 3.4, it is known that the highest student learning motivation is 122 students with a percentage of 72.1% in the moderate category. Thus, in general it can be said that the majority of student learning motivation is included in the medium category.

### 3.3 Description of Student Perception

To obtain data on student perceptions, a questionnaire instrument was used which was given to a sample of 170 students. Student perception data is shown in the Fig. 3.5.



**Fig. 3.5.** Student Perception Score.

Descriptive statistics for the perception data are shown in the Table. 3.8.

**Table 3.8.** Descriptive Statistics of Student Perception.

N	Mean	Median	Modus	Standard Deviation	Variance	Max Score	Min Score
170	4.150	4.120	4.080	0.311	0.102	4.830	3.170

To determine the category of student perceptions that are classified as very good, good, and less good, a grouping is made using the following formula.

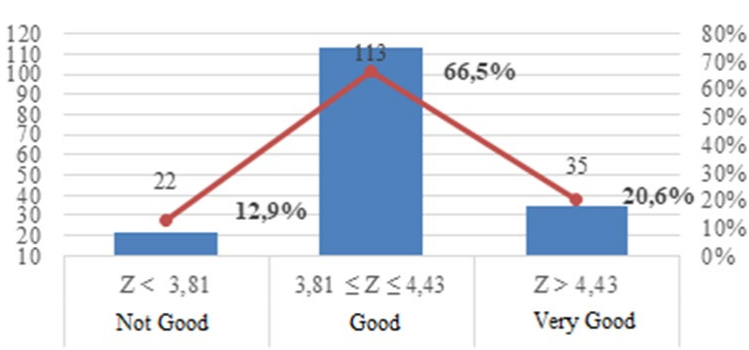
**Table 3.9 Student Perception Categories.**

No	Score Interval	Category
1	$Z > 4,43$	Very Good
2	$3,81 \leq Z \leq 4,43$	Good
3	$Z < 3,81$	Not Good

**Table 3.10. Percentage in Each Student’s Perception Category.**

No	Interval Score	Frequency	Percentage (%)	Category
1	$Z > 4,43$	35	20,6	Very Good
2	$3,81 \leq Z \leq 4,43$	113	66,5	Good
3	$Z < 3,81$	22	12,9	Not Good

. Table 3.10 can be expressed visually in the form of a diagram to make it easier to understand, as shown in Fig. 3.6.



**Fig. 3.6. Percentage in Each Perception Category.**

Based on Figure 3.6, it is known that the highest percentage is 66.5% in the good category. Thus, it can be said that student perception is in the good category. Based on the results of data processing that has been carried out on learning outcome P5, learning

motivation and student learning perceptions, categories for learning outcomes, motivation and student learning perceptions can be shown as in the Table 3.11.

**Table 3.11.** The Category of Learning Outcomes P5, Student's Motivation and Perception

No	Variable	Category
1	Learning Outcome P5	Developing As Expected
2	Student Motivation	Medium
3	Student Perception	Good

The statistical formula used to calculate the magnitude of the correlation between the dependent variable (Learning Outcomes P5) and the independent variables (Learning Motivation and Student Perception) is the Spearman Rank formula. The calculation results using the Spearman rank formula can be shown in the Table 3.12.

**Table 3.12.** The Spearman Rank Correlation Between P5 Learning Outcomes, Motivation and Perception.

No.	Variable	$\rho$ Spearman Rank	$\rho$ table ( $\alpha = 0,05$ )	Conclusion	Criteria
1	Student Motivation	0,654	0,109	Ho is rejected	Strong
2	Student Perception	0,627	0,109	Ho is rejected	Strong

To interpret the results of the correlation test above, the following table presents the correlation test criteria according to Guilford (8).

**Table 3.13.** Criteria of Correlation According to Guilford

No.	Correlation coefficient	Criteria
1	0,00 – 1,99	Very weak
2	0,20 – 0,399	Weak
3	0,40 – 0,599	Medium
4	0,60 – 0,799	Strong
5	0,80 – 1,00	Very Strong

## **4 Conclusion & Suggestion**

### **4.1 Conclusion**

Based on data processing using the Spearman rank correlation formula, the findings of this study indicate a significant relationship between the main variables. First, the rejection of the null hypothesis for the initial research pair confirms a positive relationship between learning motivation and the learning outcomes of the Pancasila Student Profile (P5). Similarly, the rejection of the second null hypothesis indicates a significant relationship between student perceptions and P5 learning outcomes. The results of this study contribute to existing research by highlighting the dual role of learning motivation and student perceptions in the effectiveness of P5 within the framework of the Merdeka Curriculum.

### **4.2 Suggestion**

The study provides important research implications, particularly for educators and policymakers, by emphasizing the need to enhance both student motivation and perceptions to improve learning outcomes. It also underscores the potential for curriculum developers to integrate strategies that address these factors in future educational programs. However, the research has limitations, such as its focus on a single school, which may not fully capture the diversity of student experiences across different educational settings. Additionally, the study's reliance on self-reported data may introduce bias, and further exploration using diverse methodologies could provide a more comprehensive understanding. For future research, it is recommended to expand the study across various schools and regions, explore other variables influencing P5 outcomes, and investigate longitudinal impacts of motivation and perception on student learning to provide deeper insights into the long-term effects of these factors in the education system.

## **5 Acknowledgement**

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