Integrating Pancasila Student Profiles to Descriptive Text Teaching Module in MTs Muhammadiyah 3 Masaran

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Abstract. The Pancasila Student Profile in the Independent Curriculum manifests through intra-curricular or main school activities. The Pancasila Student Profile must be integrated into learning. One of the subjects for grade seven of high school is descriptive text material. This study aims to describe the implementation of the Pancasila Student Profile in lesson plans or teaching modules made by the teacher in descriptive text material. This research was descriptive qualitative. The data source used in this study was lesson plans or teaching modules made by Indonesian language teachers for grade seven at MTs Muhammadiyah 3 Masaran. The research data consisted of words or sentences in the Pancasila Student Profile as outlined by the teacher in the grade seven lesson plans or teaching modules. The data collection techniques in this study were observing, note-taking, and documenting. The data analysis technique in this study was an interactive model. The data validation technique used was theoretical triangulation and source triangulation. The results show that teachers have integrated the six dimensions of the Pancasila Student Profile well: (1) faith in God and noble character, (2) creativity, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) independence. The teacher carries out the integration of the Pancasila Student Profile in the teaching module through several components: (1) learning objectives, (2) learning activities, (3) student worksheets, and (4) evaluation instruments. The results of this study can be concluded that the teacher integrates the Pancasila Student Profile in the lesson plans/module components.

Keywords: integration · Pancasila student profile · lesson plan/teaching module · descriptive text

1 Introduction

The function of national education is to develop capabilities and shape national character and civilization, which will influence efforts to educate the nation's life. In addition, education also aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, and are healthy, knowledgeable, capable, creative, independent, democratic, and responsible [1]. Ki Hajar Dewantara, the

Father of Indonesian Education, stated that education is an effort to cultivate the character and mind of a child so that they can grow ideally. Therefore, character education is an integral part that is very important and cannot be separated from our education [2]. Character education is a variety of efforts by school personnel, even in collaboration with parents and community members, to help children and adolescents have caring, opinionated, and responsible characteristics [3].

Children's character must be a concern, especially in the current era. The development of an increasingly advanced era and increasingly sophisticated technology will affect all aspects, starting from speech, behavior, and ways of dressing that can threaten the moral quality of the nation's children [4]. A character can be seen as a set of coordinated habits, what we think, feel, and do to get the job done [5].

Reform in the world of education in Indonesia today is the enactment of the Independent Curriculum. This curriculum is the latest breakthrough program launched by Nadiem Makarim, Minister of Research, Technology, and Higher Education. This new curriculum requires teachers to adapt. Implementing the Independent Curriculum aims to make students' development match their potential and abilities. The independent curriculum gives students critical, quality, expressive, applicative, varied, and progressive learning [6].

The Independent Curriculum has an interesting new program entitled Pancasila Student Profile. There are six character indicators for students in Indonesia: (1) faith in God and noble character, (2) creativity, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) independence. These indicators are formulated to form superior human resources and students with global competence who behave under Pancasila values [7]. The Pancasila Student Profile embodies students who can build the character of Pancasila values to be implemented in everyday life [8].

The Pancasila Student Profile in the Independent Curriculum has a vital role in the maturation of students. Changes and invitations for the government to use the Independent Curriculum are steps to deal with complex problems after the pandemic. Students lose many characters from direct teaching and learning, socialization with friends, or the community. The pandemic resulted in reduced learning progress, which became a factor in learning loss.

The Pancasila Student Profile is one of the efforts to improve education quality in Indonesia, prioritizing character building. The application of the Pancasila Student Profile in schools can be carried out through school culture, intra-curricular learning, and co-curricular and extracurricular activities that focus on character building and abilities in daily life and lived within each individual [9].

Pancasila students can be considered Indonesian lifelong learners with global competence and behavior under Pancasila's noble values [10]. The Pancasila Student Profile in the independent curriculum can be used to develop the character and abilities of students in carrying out learning activities [11].

Indonesian learning requires the Pancasila Student Profile Strengthening Project. In this project activity, students have the opportunity to explore, conduct assessments, interpret, synthesize, and information to produce various forms of learning outcomes [12]. The implementation of character education in schools can be through a learning process

in each subject taught by the teacher [13]. Character education through Indonesian language learning has a relationship with one another. Character education is included in the Indonesian language learning process [14].

The Pancasila Student Profile (P3) can be reflected in the content and learning methods. The teacher can carry out P3 integration through the lesson plan for teaching modules in the independent curriculum. Modules are several media tools, methods, instructions, and guidelines designed systematically and attractively. The teaching module implements learning objectives developed from learning outcomes with the Pancasila Student Profile as the target. Teaching modules are arranged according to the phases or stages of student development, considering the material to be studied and adapted to learning objectives and considering long-term development.

Learning descriptive text is a research option because it can describe certain things precisely. Small and complex things can be explained and illustrated so readers or listeners can easily accept them. Its relationship with the implementation of P3 in identifying texts, finding linguistic structures, and descriptive text structures can be done independently or in groups. In addition, descriptive text with various discussions at each stage of learning can stimulate students to acquire characters in the six P3 dimensions, both in identifying and studying language and text structure to compiling descriptive texts. Students will learn character values independently, mutual cooperation, creativity, critical, faithful, pious, noble character, and global diversity [15].

The urgency of this research is that the Pancasila Student Profile is a supporting object that is the goal of the independent curriculum. Independent curriculum learning emphasizes Indonesian education on developing aspects of skills and character under the values of the Indonesian nation. Characteristics of the Pancasila Student Profile is designed about the noble character of the Indonesian nation, which is a direct action of the realized goals of National Education and the challenges that Indonesian students must face in the 21st century. Therefore, it is necessary to research the integration of the Pancasila Student Profile, which has not been actualized. This study provides an overview of the integration distribution of the Pancasila Student Profile integration, the suitability of the components of the teaching module so that it can make input or revisions to improve the preparation of the module as a tool that can encourage teachers to carry out learning on the Independent Curriculum. If there is no research into integrating Pancasila Student Profiles in the preparation of teaching modules, it is possible that teachers do not understand and do not heed the recommendations for the new curriculum, so there is no difference with the 2013 curriculum.

2   Method

This study used a field approach. [16] states that qualitative research or interpretation research emphasizes the interpretation of existing data in the field (data source). Therefore, this research included qualitative descriptive research. The data source used in this research was a document in the form of lesson plans/modules by Indonesian teacher in class 7 MTs Muhammadiyah 3 Masaran in the 2022/2023 academic year. The research began from August to October 2022 at MTs Muhammadiyah 3 Masaran. The data used in this study were words or sentences that contain the dimensions of the Pancasila Student Profile as outlined by the teacher in the seventh-grade description text teaching

module in the 2022 academic year. The data collection techniques in this study were observing, note-taking, and documenting. The researchers used the observation technique to observe documents of lesson plans or teaching modules the teacher has made. The researcher then took notes on the results to classify the Pancasila Student Profile dimensions found by the researcher. The data analysis technique in this study was an interactive model developed by Milles and Huberman [17]. Interactive analysis has four components: (1) data collection, (2) data reduction, (3) data presentation, and (4) concluding/verifying. The process is carried out simultaneously or in cycles [18]. The data validation technique used was theoretical triangulation and source triangulation. The triangulation technique checks data validity by utilizing something other than the data for checking or comparing the data [19].

3   Result and Discussion

In the 2022/2023 academic year, the officials of MTs Muhammadiyah 3 Masaran have decided to use the Independent Curriculum. They still use the 2013 Curriculum, insert the Pancasila Student Profile, and add the Pancasila Student Profile Strengthening Project program. The module made by the Indonesian teacher for learning descriptive text for grade 7 MTs Muhammadiyah 3 Masaran is guided by Permendiknas No. 22 of 2016. Modules have components of identity, core competencies, basic competencies, competency achievement indicators, learning objectives, learning materials, learning methods, learning activities, learning resources, student worksheet, and evaluation or assessment instruments. The Pancasila Student Profile component is inserted into the learning objectives component. The following presents the results of the research.

3.1   Pancasila Student Profile Components in Learning Objectives

In the teaching module, the components of learning objectives are found in several P3 dimensions. The data showing the value of the Pancasila Student Profile are as follows.

(1) Students can determine the general characteristics of descriptive text in terms of content and purpose of communication in texts that are read and heard independently.
(2) Students can determine the characteristics of a descriptive text from the linguistic aspects of the text read/heard independently.

In data (1) and (2), the learning objective to be achieved by the teacher is that students can accept learning independently. In this data, the Pancasila Student Profile implemented by the teacher is an independent dimension. This is addressed by independent linguistic markers so that it can be concluded that data (1) and (2) contain independent dimensions. Independence is a dimension in the Pancasila Student Profile, which aims to enable students to live and develop on their own without the help of others at any time.

3.2 Pancasila Student Profile Components in Learning Activities

Introduction

The integration of the Pancasila Student Profile (P3) in the lesson plans or teaching modules in the introduction contains three dimensions: (1) Faith in God and noble character, (2) independence, and (3) critical reasoning.

Faith in God and Noble Character

Faith in God is always present in everyday life, and believing in His attributes is related to human obligations as creatures of God. The following is the data found in the introduction components that integrate P3.

(3) Students respond to greetings and pray.

In data (3), the introduction activity has a Pancasila Student Profile in the first order. There are greetings and prayer responses. The word greeting is an activity of praying for other people spoken to have the meaning of peace, expressions of respect, and greetings. So, greetings are congratulations, and may God provide peace, honor, and safety. Prayer means hope, request, or praise to God.

Independence

In the introduction section, data contains the independence dimension of Pancasila Student Profiles.

(4) Associate the material/themes/learning activities to be carried out with students' experiences and ask questions to remind and connect with the study material.

Data (4) shows a Pancasila Student Profile value on the independent dimension. In the second plan, the teacher invites students individually to be independent. Independent means that students listen individually and complete the tasks given. The teacher asks students to relate the study material with their activities in this activity. This activity will stimulate students to think independently about the activities they have done. An atmosphere of independence and freedom from coercion and pressure is a requirement for independent learning that can generate motivation, curiosity, and courage, not fear of making mistakes and being active. Furthermore, students will conduct activities to independently discover, choose, find, analyze, and solve problems (Bastari, 2021).

Critical Reasoning

In the introduction section, data contains the critical reasoning dimension of Pancasila Student Profiles.

(5) Begin with matters relating to material that can excite students to learn.

In data (5), the teacher plans to relate the material that inspires students to be excited. It shows that students are expected to reason critically so that students can relate the material to the experiences and insights possessed by students. Thus, the Pancasila Student Profile (P3) on the dimension of critical reasoning is instilled by teachers in

students so that students are accustomed to thinking logically and not rushing into making decisions.

(6) The teacher asks questions about the structure and characteristics of the descriptive text in the previous lesson and relates it to the learning that will be carried out.

(7) Disclose basic competencies and indicators to be achieved.

In data (6) and (7), asking and answering is knowing someone's reasoning ability. Associating material with previous experience is a process of critical reasoning. Students must think about connecting the knowledge they already have, and connecting the study material shows that students can reason critically.

Core Activity

The core activity is one of the steps contained in the teaching module. The teacher carries out the core activity to integrate the learning syntax chosen by the teacher. Pancasila Student Profile (P3) found in the seventh grade Indonesian Language teaching module at MTs Muhammadiyah 3 Masaran Sragen: (1) independence, (2) critical reasoning, (3) mutual cooperation, (4) global diversity, dan (5) creativity.

Independence

In the core activities of the teaching module, data on Pancasila Student Profile dimensions of independence were also found.

(8) Students are motivated or stimulated to focus on descriptive text material by seeing, observing, and reading through the displayed shows.

Data (8) shows a Pancasila Student Profile value on the Independent dimension. Students are asked to focus and pay attention to descriptive text by reading the text critically. Critical reading is a reading activity that connects knowledge with the content of the reading so that new opinions and ideas emerge. In this activity, students will integrate the independence dimension. The teacher stimulates students to pay attention to the topic, which is students' independence, by observing and reading the shows individually.

Critical Reasoning

In the core activities of the teaching module, data on Pancasila Student Profile dimensions of critical reasoning were also found.

(9) Observe the steps of selecting objects, determining the purpose of the description, and how to collect data.

(10) Observe library room objects and data and write frameworks and their development into descriptive text.

(11) Record keywords from the object to be observed.

In data (9), (10), and (11), students choose objects, compose text frameworks, develop and record keywords for objects chosen by the teacher and lead students to reason critically. Students are expected to read data critically and independently. Students have a great curiosity, ask questions that are relevant to the material, identify and clarify ideas and information obtained, and analyze the information.

The core activity finds that the Pancasila Student Profile data contains two dimensions: independence and critical reasoning.

(12) The teacher allows students to identify as many questions as possible related to the pictures presented.

Data (12) shows a Pancasila Student Profile value on independence and critical reasoning. The critical characteristic in the data (12) is that students are asked to identify information on various questions related to the images that have been presented because students are allowed to identify questions related to the text and focus on personal abilities. Students concentrate on the experience and knowledge that affect the results of thinking. Associating one's abilities with new things outside of thinking is an act of critical reasoning.

(13) Students tell what they see in the picture to find out students' insights through descriptive text).

Data (13) shows a Pancasila Student Profile on the dimension of critical reasoning. Those who think critically always find out the truth of the information received first. It is under the meaning of critical reasoning, always asking questions and trying to find the truth first. Students are expected to look closely at the pictures displayed to match what is in their minds.

(14) Observe the descriptive text "My School is Free of Garbage" (Marbi's Book for Grade Seven of SMP/MTs pages 26 – 27).

In data (14), students are expected to read texts in books independently. Students are curious, ask relevant questions, identify and clarify ideas and information obtained, and process this information. He can also distinguish between the content of information or ideas from the conveyer. The data show a critical reasoning dimension in the sub-element of analyzing and evaluating reasoning and its procedures.

(15) Explore information about the structure of the descriptive text.

In data (15), students are expected to reason critically to explore, find, track, and search for structure and language in the descriptive text in the textbooks brought by students so that the data indicates an introduction to the dimensions of critical reasoning in the sub-elements of identifying, clarifying, and analyzing relevant information, as well as prioritizing specific ideas.

(16) Determine the parts of the structure of the descriptive text by showing the textual evidence and errors in the use of spelling, punctuation, diction, sentence structure, and coherence of paragraphs in the descriptive text and correct them.

Data (16) shows the Pancasila Student Profile with critical reasoning dimensions. The sub-elements identify, clarify, and analyze relevant information and prioritize specific ideas. Students think and reason critically by reading and analyzing errors in spelling, punctuation, diction, sentence structure, and coherence of paragraphs of descriptive text, and they can show evidence.

Mutual Cooperation

In the core activities of the teaching module, data on Pancasila Student Profile dimensions of mutual cooperation were also found.

(17) Students are formed into several groups to discuss and exchange information and work together in solving problems.

Data (17) shows a Pancasila Student Profile value on the mutual cooperation dimension. On these data, the teacher forms students into a group. The formation of this group will occur through interaction between students. Students formed in a group will bring out an attitude of mutual cooperation and collaboration because they will do the work given in the group.

(18) Each group must analyze the contents of the picture in the form of descriptive text.

Data (18) shows a Pancasila Student Profile value on the mutual cooperation dimension. Students are given a stimulus as a picture distributed by the teacher. In addition, the teacher plans to combine the reasoning processes of each group member through cooperation in a team or group.

(19) Discuss the structure and errors in spelling, punctuation, diction, sentence structure, and cohesiveness of paragraphs in descriptive text with the group and correct them.

Data (19) shows a Pancasila Student Profile value on the mutual cooperation dimension. The sub-elements identify, clarify, and analyze relevant information and prioritize specific ideas. The sub-element of mutual cooperation is the character value of helping each other and helping others in good (Mutiara et al., 2022). In addition, the teacher plans to combine the reasoning processes of each group member through collaboration in teams or groups.

Global Diversity
In the core activities of the teaching module, data on Pancasila Student Profile dimensions of global diversity were also found.

(20) The teacher distributes several pictures of tourist objects to each group.

Data (20) shows a Pancasila Student Profile value on the global diversity dimension. Teachers plan for students to work together in teams or groups to learn about various tourist objects. Students are introduced not only to one object. Students get to know many places with different characters and cultures.

Creativity
In the core activities of the teaching module, data on Pancasila Student Profile dimensions of creativity were also found.

(21) Students present the results of group work in front of the class while other groups pay attention and provide feedback about the presented descriptive text.

Data (21) shows a Pancasila Student Profile value on the creative dimension. The teacher plans for students to value discussions in class, reason critically when giving and receiving responses during discussions, and work together in class discussions. A

presentation is a creative act when presenting the results of critical reasoning with group members.

(22) Present the results of discussions about the structural parts of the descriptive text and observe examples of the use of words, sentences, and punctuation/spelling.

(23) **Communicate the results of the discussion** about the structural parts of the descriptive text and the errors in spelling, punctuation, diction, sentence structure, and coherence of paragraphs in the descriptive text, and correct them.

(24) **Displaying the study results** in terms of spelling, punctuation, diction, sentence structure, and coherence of paragraphs in the descriptive text.

In data (22), (23), and (24), students are expected to actively move forward in presenting and communicating orally, and displaying results in class bulletins is a form of the creative dimension. The sub-element explores and expresses thoughts and/or feelings in original works from students' thoughts and/or actions, evaluates them, and considers their impact on others. Students explore and express thoughts through presented, communicated, and displayed works. Students' creative key elements produce their work and original actions (Ismail et al., 2021). Exploring the results of ideas and thoughts, turning ideas into works, and impacting others to motivate them to follow in their footsteps is a creative act.

(25) Arrange keywords into paragraphs.
(26) Arrange paragraphs into text.
(27) Communicate the results of observations that have been developed into descriptive text.
(28) Display the descriptive text that has been written on the display board.

In data (25), (26), (27), and (28), students compose vocabulary as keywords, compose paragraphs, communicate results, and display are students' creative activities. Thus, there is a Pancasila Student Profile (P3) on the creative dimension. Students are expected to actively advance presentations and communicate, displaying results, a form of the creative dimension. Students explore and express thoughts or feelings through works presented, communicated, and displayed on wall magazines for other students to read. This is according to research conducted by Umar. Wall magazines are a facility for displaying student work with informative, communicative, recreational, and creative functions (Umar, 2021).

Closing

The closing activity found data on Pancasila Student Profile dimensions of critical reasoning.

(29) The teacher plans for students to reason critically when making conclusions; due to the activity, students must draw several ideas to combine to produce new sentences.

Data (29) shows a Pancasila Student Profile value on the critical reasoning dimension. The teacher plans for students to reason critically when making conclusions. Students

must draw several ideas to combine to produce new sentences due to learning under basic competency number 4, skills.

(30) The teacher reflects on learning to students.

In data (30), reflection on learning has the intention of the teacher evaluating the entire series of learning activities and the results obtained to further jointly find direct or indirect benefits from the learning outcomes that have taken place. This kind of activity contains critical reasoning.

Pancasila Student Profile Data with the dimensions of faith in God and noble character is also found at the end of the teaching module.

(31) The teacher closed the lesson by greeting.

In data (31), the final activity of the first-order Pancasila Student Profile contains greetings and prayers. The word greeting is an activity of praying for other people spoken to have the meaning of peace, expressions of respect, and greetings. So, a greeting is an introduction to God's existence. May God provide peace, honor, and safety. The key elements in the Pancasila Student Profile are religious and personal morals, morals towards humans, nature, and national morals (Istiningsih & Dharma, 2021). Thus, greetings are morals to humans because they pray for each other. Greetings also include an element of morality to God, asking God for safety and peace. Greetings are a dimension of faith, piety to God, and noble characters.

3.3 Pancasila Student Profile Components in Student Worksheet

The Student Worksheet is an attachment to the teaching module. Student Worksheet in the descriptive text learning teaching module contains P3 data on global diversity dimensions.

(32) The teacher chooses the material for Parang Tritis beach attractions.

In data (32), the teacher uses the Parang Tritis Beach object to teach descriptive text material. The choice of teaching materials for Parang Tritis objects in the student worksheet integrates the dimensions of global diversity because the teacher introduces tourist objects with different cultures. Learning descriptive text has the benefit of teaching students how to get detailed, clear descriptions of objects and describe objects more interestingly. The descriptive text helps students get to know objects in more detail so that the introduction of the dimensions of the Pancasila Student Profile is understood more quickly. P3 integration through learning descriptive text was successful. Indonesian students learn the dimensions of global diversity by choosing teaching materials with the title Parang Tritis Beach tourism object. Thus, Indonesian students maintain a noble culture. With the Parang Tritis as an object of study, students will get to know tourist objects in Indonesia. This will bring out the attitude of diversity that Indonesia has many tourist objects that are no less beautiful than tourist objects abroad. Students will think about their locality and identity and remain open-minded in interacting with other cultures to foster a sense of mutual respect and the possibility of forming a positive new culture that does not conflict with the nation's noble culture.

3.4 Pancasila Student Profile Components in Evaluation Instrument

Evaluation is part of the teaching module attachments. The researcher found data on Pancasila Student Profile dimensions of critical reasoning in the evaluation section.

(33) Read carefully. After understanding the content, answer the following questions!

Data (33) shows a Pancasila Student Profile value on the critical reasoning dimension. The teacher plans for students to reason critically when paying attention to the displayed pictures and questions. Learners must think about the aim being targeted in the problem and relate it to the content of the reading text. Reading activities require students' ability to think critically because students must understand the intent contained in the reading. Thus, the dimension of critical reasoning will play a role in this material.

Based on the integration research analysis of the Pancasila Student Profile in the teaching module, the teacher has integrated the dimensions of the Pancasila Student Profile (P3). Thus, the selection of learning strategies, media, and teaching materials is determined according to the characteristics of the basic competencies. Pancasila Student Profile must be instilled in students who have been integrated into the preparation of teaching modules.

In this study, the following results were obtained. The Pancasila Student Profile component contains an independence dimension. In the components of the introductory activity steps in the three meetings, the teacher has integrated the dimensions of (1) faith in God and noble character, (2) independence, and (3) critical reasoning.

At the core activity of P3 integration, learning at each meeting is different according to the syntax of the learning method chosen by the teacher in the teaching module. The teacher used the STAD method in the first and second meetings to teach the descriptive text. The purpose of this method is that students are expected to work well together, interact with each other, be active, and be motivated to succeed together. According to the Independent curriculum, the STAD method used by the teacher integrates the dimensions of mutual cooperation. Students carry out learning activities by forming groups. The independent investigation does not use the group method at the third meeting. Thus, this activity contains six dimensions of the Pancasila Student Profile: (1) faith in God and noble character, (2) creativity, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) independence.

In the closing activity, the researchers find two dimensions: (1) critical reasoning; (2) faith in God and noble character. The student worksheet and evaluation instruments contain two data of critical reasoning and global diversity.

This research has relevance to previous research. [20] found that MIM Pojok Walikukun had started implementing the Independent Curriculum in the preparation of self-applied modules directed at project-based learning, with the output of strengthening the Pancasila Student Profile. This research has similarities with research by [20]. Research conducted by Luturmas et al. has similarities in the object of study used in lesson plans/modules. However, research by [20] only explains how the school integrates the appropriate curriculum PP No. 57 of 2021 concerning the National Education System and the Ministry of Education and Culture No. 371/M/2021 concerning the *"Sekolah*

Penggerak" Program. In this study, the researchers tried to examine how the teacher carried out the implementation to implement the Pancasila Student Profile in the teaching module.

Research by [10] finds that the teaching modules made by prospective Indonesian teachers have integrated the six dimensions of the Pancasila Student Profile. The integration of each Pancasila Student Profile is contained in the learning steps in teaching modules, study instructions in student worksheets, and aspects of assessment in assessment or evaluation instruments. The results of the research conducted by [10] support this research which both found six dimensions of the Pancasila Student Profile in the components of learning steps, student worksheets, and evaluation instruments. However, this study adds that P3 integration is also found in learning objectives.

4 Conclusion

From the results and discussions, this study concludes that the seventh-grade Indonesian teacher at MTs Muhammadiyah 3 Masaran Sragen have implemented the Pancasila Student Profile in the lesson plan or teaching module. Six dimensions of the Pancasila Student Profile are found in this study: (1) faith in God and noble character, (2) creativity, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) independence. The teacher carries out the integration of the Pancasila Student Profile in the teaching module through several components: (1) learning objectives, (2) learning activities, (3) student worksheets, and (4) evaluation instruments. It can be concluded that the teacher implements the Pancasila Student Profile in the lesson plans/module components. The prepared teaching modules are under the Independent Curriculum regulations and integrate the Pancasila Student Profile. The researchers hope that teachers and prospective teachers can develop teaching modules/lesson plans by integrating the Pancasila Student Profile in the module component so that the learning process goes well according to the module scenario.

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