A Flipped Classroom Learning Model Based on Social and Emotional Learning to Improve the Pancasila Student Profile Values in Science and Environment Learning

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Abstract: This research is motivated by the low Pancasila student profile values in elementary school students, caused by suboptimal learning processes that need to facilitate active student interaction, provide more time for individualized approaches, support 21st-century skills, focus on character development, and leverage technology. Hence, there is a need to develop a learning model that addresses these aspects. This research aims to develop a flipped classroom learning model based on social and emotional learning that is valid and effective in improving the Pancasila student profile values in elementary school students. This research employs the ADDIE model for development and involves nine validators and 200 elementary school students. The research instruments include observation sheets, validation questionnaires, and Pancasila student profile questionnaires. Data analysis techniques include descriptive statistical analysis and T-test statistical analysis using the JAMOVI application. The results of this study demonstrate that the developed flipped classroom learning model based on social and emotional learning is valid and effective in improving the Pancasila student profile values in elementary school students. The implications of this research can serve as a foundation for developing and enhancing the Pancasila student profile values in elementary school students.

Keywords: Emotional learning; Flipped classroom; Pancasila student profile

Introduction

The Pancasila Student Profile represents the ideal character and competencies expected of every student in Indonesia (Anita, Kenedi, et al., 2023; Chamisijatin et al., 2023; Utari & Afendi, 2022). This profile is based on Pancasila's values as the foundation of the country and the nation's way of life. The Pancasila Student Profile encompasses six main dimensions: faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity (Anita et al., 2022; Anita et al., 2023; Ferdiansyah & Kaltsum, 2023).

Developing the Pancasila Student Profile from an early age, particularly at the elementary school level, is crucial because elementary school is a critical period for character formation (Ramadhani et al., 2023; Sahudra et al., 2023). By integrating Pancasila values into learning, students can build a strong moral and ethical foundation, learn to respect differences, cooperate, and act with integrity. In the era of globalization, students also need skills relevant to the demands of the modern world, and the Pancasila Student Profile prepares them to compete and collaborate internationally and to appreciate cultural differences (Aeiniq & Alfiansyah, 2023). Additionally, developing social and emotional

skills through the Pancasila Student Profile helps students become more empathetic, understand their and others' emotions, and manage conflicts effectively, creating an inclusive and harmonious learning environment. Integrating Pancasila values into the curriculum also creates a holistic learning approach, focusing on character and social-emotional competence development, making the learning experience more meaningful and relevant to real life (Aulia & Budi Utami, 2023). Therefore, the Pancasila Student Profile is a strategic step in shaping young generations with character, global competitiveness, and readiness to face future challenges with a positive and constructive attitude. Thus, it needs to be developed in elementary school students.

However, based on the literature review, the Pancasila Student Profile values in elementary school students in Indonesia are generally still low (Astuti et al., 2022; Ferdiansyah & Kaltsum, 2023; Firdaus & Diah Utami, 2023; Prawati & Ramadan, 2023; Susanti et al., 2023). This study is supported by the initial measurement results of the Pancasila Student Profile, which was conducted on 100 elementary school students in several schools, confirming these findings. The assessment was conducted using instruments that covered the six main dimensions of the Pancasila Student Profile. The measurement results showed that the average scores of each dimension were still below the expected standards. The following are the initial measurement results of the Pancasila Student Profile of elementary school students.

Table 1. Results of Initial Measurement of Pancasila Student Profile Scores

Pancasila Student Profile Dimension	Average Score	Category
Faith, Devotion to God Almighty, and Noble Character	65	Low
Global Diversity	60	Low
Cooperation	62	Low
Independence	58	Very Low
Critical Thinking	55	Very Low
Creativity	57	Very Low

Table 1 shows that the scores for all dimensions of the Pancasila Student Profile could be better. This result indicates the need to improve the Pancasila Student Profile values of elementary school students. Based on the researchers' analysis, the low values of the Pancasila Student Profile in elementary school students are due to several areas for improvement in the current learning process. These weaknesses include a lack of student interaction and engagement, limited time for individualized approaches, minimal development of

21st-century skills, a lack of focus on character development, and not incorporating technology.

The dominant one-way lecture method makes students passive, hindering the development of social and emotional skills. Classroom time makes it difficult for teachers to adequately address each student's needs, often leaving students needing additional help. Additionally, the focus on rote learning and academic achievement must provide more space for developing critical thinking, collaboration, and creativity skills. The lack of focus on character development means that students do not internalize the values in the Pancasila Student Profile. Conventional learning often neglects this aspect, essential in shaping individuals with integrity. Furthermore, the minimal use of technology makes learning more varied and contextual.

To address the weaknesses in learning to improve the Pancasila Student Profile, a model is needed to facilitate active student interaction, provide more time for individualized approaches, support 21st-century skills, focus on character development, and leverage technology. One suitable model is the Flipped Classroom based on Social and Emotional Learning. In this model, students learn basic material at home through videos or other teaching materials, so classroom time is used for in-depth discussions and collaborative activities. Integrating Social and Emotional Learning helps students develop empathy, self-awareness, and social skills. This model makes learning more personal and focused, increasing active engagement and supporting the development of critical thinking, collaboration, and communication skills. Additionally, this model offers flexibility, allowing students to learn at their own pace and style and ensuring inclusive and responsive learning to emotional needs. Therefore, the researchers aim to develop a flipped classroom learning model based on social and emotional learning to improve the Pancasila student profile values in elementary school students.

Currently, many studies on the flipped classroom focus more on secondary and higher education levels, as shown in studies by Winter (2018) and Cevikbas et al. (2022), while only some have explored its application at the elementary school level. Moreover, research on the flipped classroom often focuses only on cognitive aspects and academic performance without much discussion of social and emotional aspects, as in the study (Albaladejo-Blázquez et al., 2019). This research also aims to fill the literature gap on the appropriate use of technology for the flipped classroom in elementary schools, identified by Bārdule (2021) as an under-researched area. Therefore, this research offers novelty by focusing on applying the flipped classroom in elementary schools, integrating social and emotional elements to improve the Pancasila student profile, and

selecting and using appropriate ICT tools for elementary school students. This research aims to develop a valid, practical, and effective flipped classroom learning model based on social and emotional learning to improve the Pancasila student profile values in elementary school students.

Method

This research employs a mixed-method approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework (Dusengimana et al., 2023). A qualitative approach is used to test the validity and practicality of the model. In contrast, the effectiveness test is conducted quantitatively using a t-test with the help of the JAMOVI 26 application.

The research subjects consist of 100 fifth-grade students divided into two groups: 50 in the control class and 50 in the experimental class. The model's validity is tested through expert assessments involving educational experts, psychology experts, and educational practitioners. The aspects evaluated include the clarity of the material, alignment with learning objectives, and the integration of Social and Emotional Learning. Practicality is tested by observing the implementation of the learning model in the classroom and through interviews and questionnaires with teachers and students, assessing the ease of model application, student engagement, and teacher responses to the learning model. For the effectiveness test, student learning outcomes between the control and experimental classes are compared using a t-test. Measurements are taken before and after the implementation of the learning model to determine if there is a significant difference in the improvement of the Pancasila Student Profile values between the two groups. Data is collected and analyzed using the JAMOVI 26 application.

The research steps begin with an analysis of students' needs and initial conditions, as well as the constraints in the existing conventional learning. Next, the Flipped Classroom learning model based on Social and Emotional Learning is designed, including the learning model, lesson plans, and the Pancasila student profile questionnaire. These three products are developed and then subjected to validity testing. The model is implemented in the experimental class, while the control class uses conventional learning for comparison. Data is collected through observations, interviews, and questionnaires. Evaluation is conducted by analyzing the obtained data to assess the model's validity, practicality, and effectiveness. The model is then revised for refinement based on feedback and evaluation results. Through these methods and steps, the Flipped Classroom learning model based on Social

and Emotional Learning is expected to be proven valid, practical, and effective in improving the Pancasila Student Profile values in elementary school students.

Result and Discussion

The research results are explained based on need analysis stage, design stage, development stage and implementation stage. Based on the initial measurements in Table 1, the Pancasila student profile values of elementary school students showed unsatisfactory results. The dimension of faith and noble character received an average score of 65 (low category), global diversity 60 (low category), cooperation 62 (low category), independence 58 (very low category), critical thinking 55 (very low category), and creativity 57 (very low category). These results indicate the need for a learning model to improve the Pancasila student profile values. A flipped classroom learning model based on Social and Emotional Learning is proposed to address this issue. With this learning model, students will be more actively involved in learning, develop social and emotional skills, and better understand and apply Pancasila values in daily life. The implementation of this model requires technological resources, teacher training, and the development of appropriate learning materials. Success evaluation is done through direct observation, cognitive and affective assessments, and feedback from students and teachers. This model can improve learning outcomes, develop student character aligned with Pancasila values, and involve parents in learning.

In the design stage, a comprehensive framework for the flipped classroom learning model based on social and emotional learning is created. This model includes activities before, during, and after class designed to enhance student engagement and integrate social and emotional learning. Lesson plans have specific and measurable goals, a clear learning structure, and relevant learning materials. Additionally, assessment instruments to measure the Pancasila student profile have been developed, encompassing criteria, methods, and comprehensive assessment tools. With this design, the implemented learning model is expected to effectively improve the Pancasila student profile values in elementary school students.

In the development stage, three components are developed: the flipped classroom learning model based on social and emotional learning, the flipped classroom lesson plans based on social and emotional learning, and the Pancasila student profile instrument. The syntax of the flipped classroom model based on social and emotional learning is depicted in the Figure 1.
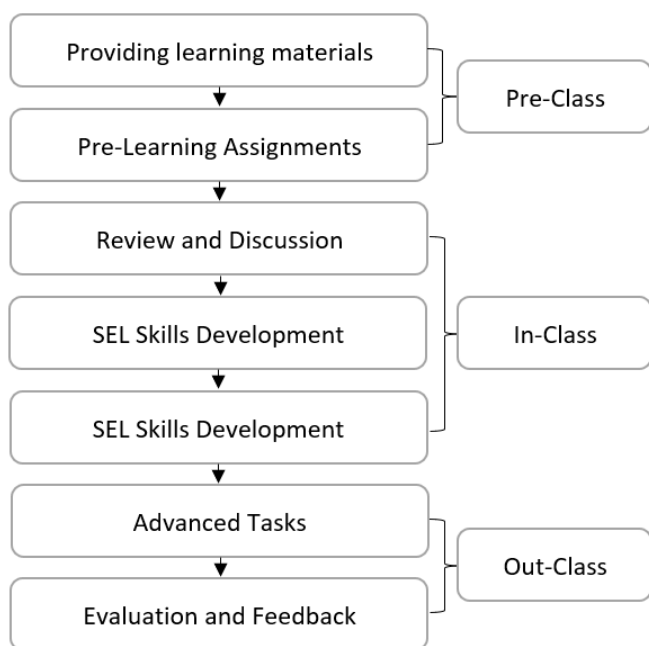
Figure 1. Syntax of the flipped classroom model based on social and emotional learning

This flipped classroom learning model based on social and emotional learning is then validated by three expert validators in learning design and reviewed from aspects such as supporting theory, syntax, social system, reaction principles, support system, and model implementation. The assessment results from the three validators are as follows Table 2.

Table 2. Recapitulation of Flipped Classroom Learning Model Validation Based on Social and Emotional Learning

Parameters	Validator 1	Validator 2	Validator 3
Supporting Theory	4	5	4
Syntax	4	4	4
Social System	4	4	4
Reaction Principles	5	4	4
Support System	4	4	5
Model Implementation	4	4	4
Conclusion	Fit for use without revision	Fit for use without revision	Fit for use without revision

Table 2 shows that all three validators stated that the flipped classroom learning model based on social and emotional learning is valid or suitable for use with elementary school students without any revisions. The flipped classroom lesson plans were also developed based on social and emotional learning. After development, the lesson plans were validated by learning design experts and reviewed in terms of

content, learning activities, language, and time. The assessments were conducted twice, with recapitulations as shown in Table 3.

Table 3. Recapitulation of Flipped Classroom Lesson Plan Validation Based on Social and Emotional Learning

Stage 1	Validator 1	Validator 2	Validator 3
Content Aspect	4	4	4
Learning Activities Aspect	3	4	3
Language Aspect	4	3	4
Time Aspect	4	4	4
Conclusion	Fit for use with revision	Fit for use with revision	Fit for use with revision
Stage 2			
Content Aspect	4	5	4
Learning Activities Aspect	4	4	4
Language Aspect	4	5	4
Time Aspect	4	4	5
Conclusion	Fit for use without revision	Fit for use without revision	Fit for use without revision

From Table 3, two assessments were conducted. In the first assessment, there were some suggestions from the validators, such as clarifying the steps for developing social and emotional skills in the learning activities aspect and using common vocabulary for teachers to understand easily. After addressing the validators' suggestions, a second assessment was conducted, and the lesson plans were deemed fit for use without revisions. Additionally, a research instrument in the form of a 60-item Pancasila student profile questionnaire was developed. This questionnaire was then validated by evaluation experts and reviewed from aspects such as goal alignment, coverage adequacy, and question clarity. The assessment results from the three expert validators are shown in Table 4.

Table 4. Recapitulation of Expert Validator Assessment

Assessment Aspect	Validator 1	Validator 2	Validator 3
Goal Alignment Aspect	4	5	4
Coverage Adequacy Aspect	5	4	5
Question Clarity Aspect	4	5	4
Conclusion	Fit for use without revision	Fit for use without revision	Fit for use without revision

Table 4 shows that all three validators stated that the questionnaire is fit for use without revisions. Besides expert validation, the questionnaire was tested for

construct validity using Exploratory Factor Analysis with the JAMOVI application. The results are as follows: KMO Measure: 0.85 (good); Bartlett's Test of Sphericity: $p < 0.001$ (significant); Eigenvalues: 6 factors with eigenvalues > 1; Total Variance Explained: 65%; and Factor Loadings above 0.50.

These calculations indicate that the 60-item questionnaire is fit for measuring the Pancasila student profile in elementary school student. After developing the prototype, the next stage is implementing the flipped classroom model based on social and emotional learning. This study has two classes: the experimental class, consisting of 100 students using the flipped classroom model based on social and emotional learning, and the control class, consisting of 100 students using conventional learning (problem-based learning). Each model is implemented in 16 meetings. At the end of the meetings, the questionnaire is administered. The recapitulation results of the Pancasila student profile questionnaire as shown in Table 5.

Table 5. Data Tabulation

Descriptive	Class 1	Class 2
N	100	100
Missing	0	0
Mean	88	67
Median	85	59
Sum	5837	3401
Standard deviation	3.58	2.84
Minimum	3	2
Maximum	5	4

Note: Class 1= Experimental Class; Class 2= Control Class

Table 5 indicates that the mean score of the control class is 88, and the mean score of the experimental class is 67. The next step is to test normality using the Shapiro-Wilk test. The calculation results show a p-value of 0.067, less than 0.05, indicating that the data is normally distributed. Next, homogeneity is tested using Levene's test. Levene's test results show a p-value of 0.321, less than 0.05, indicating that the variances between groups are homogeneous. Finally, an independent samples T-test is conducted to determine if there is a significant difference in the Pancasila student profile values between the two groups. The calculation results as shown in Table 6.

Table 6. Independent Samples T-Test Results

Independent Samples T-Test				
		Statistic	df	p
Student Score	Student's t	35.3	260	< .001

Note. H_a $\mu_1 \neq \mu_2$

From Table 6, it is evident that the calculation results show a p-value < .001, proving that Ha is accepted, meaning there is a significant difference in the Pancasila student profile values between students using the flipped classroom model based on social and emotional learning and those using conventional learning (problem-based learning). This result is reinforced by Table 5, which shows that the mean Pancasila student profile values of elementary school students using the flipped classroom model based on social and emotional learning are higher than those using the conventional method. This finding proves that the flipped classroom model based on social and emotional learning effectively improves the Pancasila student profile values of elementary school students.

The research results indicate that the flipped classroom model based on social and emotional learning developed in this study effectively improves the Pancasila student profile values in elementary school students. This finding presents a new perspective that differs from previous research. Earlier studies have shown that the flipped classroom model can enhance academic performance and student motivation. However, this research focuses on integrating social and emotional learning within the flipped classroom model to improve the Pancasila student profile values in elementary school students. This area has yet to be widely explored in previous studies.

The research highlights the importance of incorporating social and emotional learning into the flipped classroom model to enhance Pancasila student profile values, including justice, humanity, and cooperation. Other studies have generally focused on cognitive aspects, such as academic achievement and learning motivation, without specifically including social and emotional learning elements (Lai & Hwang, 2016; Winter, 2018). Moreover, this research targets elementary school students to improve the Pancasila student profile, a specific framework within the Indonesian education curriculum. Most previous research has been conducted at the secondary or university level, with little research at the elementary level (Saputro & Rusnilawati, 2023). Additionally, this study measures the improvement of the Pancasila student profile values, which include moral and social dimensions, contrasting with previous research that has primarily focused on enhancing academic learning outcomes and cognitive skills such as critical thinking and independent learning without measuring Pancasila values (Darmawati & Azizah, 2023). Therefore, this research offers a new contribution by incorporating social and emotional learning elements into the flipped classroom model, focusing on improving the Pancasila student profile values of elementary school students. This differs from previous studies that focused more on cognitive aspects and were conducted at higher education levels. The findings of this research

demonstrate that the flipped classroom model based on SEL effectively improves the Pancasila student profile values of elementary school students. The flipped classroom model, which requires students to study basic materials at home through videos and online materials while class time is used for interactive activities, has shown significant benefits in the learning context (Al-Samarraie et al., 2020; Díaz et al., 2021; Velegol et al., 2015).

One of the main advantages of the flipped classroom model is the increased active interaction between students and teachers during class time. In the traditional approach, most class time is spent on lectures and direct instruction, often limiting active opportunities for students to participate (Boevé et al., 2017; Sigurðardóttir & Heijstra, 2020; Tang & He, 2023). In contrast, the flipped classroom model changes this dynamic by allowing students to use class time for discussions, collaboration, and group projects. This condition creates a more dynamic and interactive learning environment, which supports student engagement in the learning process (Hoshang et al., 2021; Oudbier et al., 2022; Tang & He, 2023).

The flipped classroom model also allows for personalized learning (Cho et al., 2021; Colomo-Magaña et al., 2020). Students can learn at their own pace at home, review difficult materials, and prepare questions for class discussions. This approach enables students to understand the material better and improve their academic performance. Thus, the flipped classroom increases student engagement and helps them achieve a deeper understanding of the material being studied.

Integrating social and emotional learning into the flipped classroom model plays a crucial role in the success of this program. Social and emotional learning focuses on developing five key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Billy & Garríguez, 2021; Feuerborn & Gueldner, 2019; Paolini, 2019). These competencies are essential in the educational context as they support the holistic development of students. Social and emotional learning helps students understand and manage their emotions and increase empathy and interaction skills with others (Ahmed et al., 2020; Billy & Garríguez, 2021). These competencies align with Pancasila's values, such as cooperation and just and civilized humanity.

An important aspect of social and emotional learning is the development of self-awareness and social awareness. Self-awareness helps students recognize and understand their emotions, while social awareness enhances their understanding and appreciation of others' perspectives (Jaakkola et al., 2022; Ugur et al., 2015). These abilities support positive social interactions

and create an inclusive and supportive classroom environment. In the context of the Pancasila student profile, these competencies are crucial as they support values of diversity and cooperation, which are central to Pancasila.

Responsible decision-making is another social and emotional learning competency highly relevant to Pancasila values (Khoirunikmah et al., 2022; Nurhayati et al., 2022). Students learn to make ethical and responsible decisions, reflecting Pancasila values such as social justice and responsibility. In the flipped classroom context, students are given opportunities to decide how to manage their time and effort in studying materials at home. This ability helps students become more independent and responsible, an important aspect of the Pancasila student profile.

The Pancasila student profile includes six main dimensions: faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity. The flipped classroom model based on social and emotional learning supports the development of these dimensions through various class activities. Collaborative activities in the flipped classroom familiarize students with working in groups, helping them understand the importance of cooperation and teamwork. Critical discussions and reflections conducted in class help students think critically and reflectively and courageously voice their opinions constructively (Etemadfar et al., 2020). Additionally, more personalized and in-depth learning through the flipped classroom helps students become more confident and independent in pursuing knowledge.

The implications of these findings are significant for education in Indonesia, particularly in efforts to enhance the quality and relevance of education with Pancasila values. Integrating SEL into the elementary school curriculum can be one strategy to ensure that Pancasila values are embedded in every aspect of learning. Teachers need adequate training to effectively implement the flipped classroom model based on social and emotional learning, including managing interactive classes and supporting students' emotional development. Student assessments should also include social and emotional aspects, not just academic, to provide a more comprehensive picture of their development as Pancasila Students (Husni, 2020).

Thus, the flipped classroom model based on social and emotional learning has proven effective in improving the Pancasila student profile values of elementary school students. Integrating this approach allows students to master academic material and develop important social and emotional competencies. Broader implementation of this model in the education system can support efforts to develop a generation that

is not only intellectually intelligent but also of strong character and culture in line with Pancasila values.

Conclusion

This research successfully developed a valid and effective flipped classroom learning model based on social and emotional learning to improve the Pancasila student profile values of elementary school students. The research results show that this model can facilitate active student interaction, provide more time for individualized approaches, support 21st-century skills, focus on character development, and utilize technology in learning.

Author Contributions
For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used "Conceptualization, Y.A. and A.K.K.; methodology, A.K.K and R.F.P.; software, A.K.K and H.B.L.; formal analysis, N.Q.; investigation, E.E.; resources, A.U.A; and editing, A.K.K.

Conflicts of Interest
The authors declare no conflict of interest.

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