

## **Internalization Of Global Diversity Behavior Through Pancasila Project In Civic Education Learning**

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### **Abstract**

*The article explores the concept of internalizing global diversity behavior through an activity that aims to improve students' Pancasila profile in learning Civic Education. By examining how Pancasila, the core concept of the Indonesian state, promotes tolerance and unity in variety and its significance. The author discusses how integrating a global perspective can enrich students' understanding of diversity and foster a sense of citizenship. With reference to relevant literature and the educational framework of the Merdeka Curriculum. Merdeka Curriculum is revolutionary regarding the field of education that aims to strengthen student independence in the learning process, increasingly emerging as a response to the need for more adaptive and contextualized education. Then, propose strategies to strengthen students' Pancasila profiles in order to effectively embrace global diversity. This study looks at how project-based learning might foster qualities of global diversity and strengthen the Pancasila Student Profile at SD Negeri Larangan 1 Cirebon City. This research uses Mixed Method or commonly called Qualitative and Quantitative Methods, involving the principal, class teacher and 30 students who participated in the activities of the Pancasila Student Profile Strengthening Project. The data collection methods used are observation, questionnaires and interviews. This study found that the Pancasila Student Profile Strengthening Activity urges Global Diversity behavior with the results on the Pancasila Student Profile Strengthening Project variable in Civics Learning reaching 81% "Very Strong" and on the Global Diversity Behavior Internalization variable reaching 86% "Very Strong", understanding and honoring culture, reflecting on and interacting with other cultures, and taking responsibility related to diversity experiences, and social justice. Ideally, this study will be able to improve and implement global diversity behavior in everyday life, both in school and society.*

**Keywords: Culture; Exploration; Diversity; Student Profile**

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## **INTRODUCTION**

The Merdeka Curriculum as a breakthrough in the world of education which aims to strengthen student independence in the learning process, is increasingly emerging as a response to the need for more adaptive and contextualized education. One important aspect of the Merdeka Curriculum is its high support for creativity and innovation in education. This concept is designed with the aim of giving schools the freedom to work on the curriculum according to regional requirements and the distinct qualities of pupils to overcome the circumstances' character and problems experienced.

As the core of the Merdeka Curriculum, students are not only used as passive recipients of information and knowledge, but furthermore, students are also functioned in their role as active subjects who have the ability to explore the nature, meaning, and value of each material presented in the learning process. Even in its implementation, this can be done through a variety of different ways between students. This is as the concept of intelligence differentiation which does not recognize a single intelligence but multiple intelligences. Not afraid to ask questions when experiencing difficulties in learning and trying to find out material that has not been understood is dynamic in learning.

However, the implementation of an independent curriculum is directly proportional to the problems of community social life that can hinder the formation of moral education and ideal community behavior. As the urgency of efforts to alleviate the problem of moral decline

explained by (Hayati, 2015) caused by the educator's cognitive shut down symptoms towards students, whether intentional or not. This will end in diversionary actions that are often negative. Starting from developing knowledge and skills to fostering and applying behavior is an urgent challenge that occurs in the 5.0 era. As the 21st century competencies identified by (Sugiarti, I.Y. & Hayati, 2020) In addition, schools, as positive institutions, should be able to provide an ideal environment for achieving positive knowledge and skills, implementing and making tangible positive behaviors. In addition, the School, as a positive institution should be able to provide an ideal environment to achieve positive knowledge and skills, apply and make positive behavior tangible (Sabanil et al., 2022). Thus, the utilization of technological advances and the times in the world of education correlates with endeavours to promote the continuation of education in compliance with the legal duty.

In practice, the values of Pancasila are very relevant as a reflection of national identity and guiding principles in societal life, nation and state. Especially in the conditions of the reality of world life as conveyed by (Lai et al., 2018) The fact that nations around the world confront obstacles from around the globe in the areas of education, socio-culture, economy, and politics. In this case, the value of global diversity is one of the alternative solutions to problems that need to be applied starting from its content in at every educational level, especially at the elementary school level.

Global Diversity Behavior is a reflection of behavior that makes Indonesian students aware of preserving local ancestral cultures and identities, having a receptive attitude when dealing with different cultures, in order to foster appreciation and create healthy cultural ideals that are incompatible with the nation's noble culture as embodied in Pancasila values (Lestari, 2019). Thus, the content of global diversity behavior can be positioned as a catalyst in an effort to streamline learning as the urgency conveyed by (Kurniawan et al., 2019) which emphasizes the efficiency of educational elements, especially on the elements of material content and educational interaction in addition to the elements of students, teachers, tools, methods, and learning objectives.

Behavioral education is the cornerstone of the national education system in Indonesia, as stated in (Undang-Undang Republik Indonesia Tahun 2003 Tentang Sistem Pendidikan Nasional Dengan Rahmat Tuhan Yang Maha Esa, 2003) Article 3 and further strengthened by (Instruksi Presiden (Inpres), 2010). The emphasis on behavioral education is reflected in the curriculum and teaching methods that instill behavioral values and utilize local cultural values to foster strong national behavior and be able to survive in global competition. The regulation requires participation and cooperation between the school and student guardians as well as openness to technological advances as stated by (Solissa et al., 2024) According to this viewpoint, (Hayati et al., 2019) stated that cooperation between aspects of life owned by the participants is a determining factor in the continuity of behavioral education so that it is necessary to end with the achievement of changes in personal quality (behavior).

Referring to these interests, learning innovations that are in accordance with the times, and social abilities (Sugiarti & Hayati, 2019). The value content of global diversity behavior is found in the Pancasila Student Profile's values which is a major foundation in the development of student behavior and morality in education. By utilizing Pancasila principles in activities for instruction and learning, pupils are expected to internalize and practice these values in everyday life (Rifqi Hamzah & PGRI Wiranegara Yuniar Mujiwati, 2022). From this opinion, it can be understood that the essence of P5 is not only to improve academic intelligence, but also to form high moral awareness in students.

The application of Pancasila values in education can also strengthen national identity and foster a sense of patriotism and awareness of Indonesia's cultural pluralism. As part of the behavior formation process, the appreciation of Pancasila values can also provide a solid foundation for students in facing challenges and making the right decisions in their lives (Nurun

Alanur et al., 2022). The rationalization of Civic Education serves as a foundation for fostering solidarity and plays an important role in shaping the younger generation. It encompasses a comprehensive approach to preparing young people for responsibility and citizenship through formal teaching and engagement in the school environment (Sati, 2021). By identifying the most important core material and updating the teaching methods to be more interactive and applicable, this rationalization aims to strengthen students' understanding of the basic concepts of democracy, human rights, government systems, and obligations and rights as citizens. In addition, the rationalization also enables the integration of Pancasila values and local wisdom in Civics learning, thus creating an in-depth and Students pertinent educational experience within the framework of real life.

Recent research on the characteristics of Pancasila students in relation to the Merdeka Curriculum highlights various important aspects, including the implementation of Pancasila values in learning and their impact on shaping student behavior. Numerous investigations have explored the efficiency of integrating Pancasila values in the school curriculum, such as those conducted by Amalia & Najicha (2023) and Istanah et al. (2021), which examine the factors that influence students' acceptance and understanding of these concepts. However, a comprehensive review of the existing literature reveals a significant research gap, particularly in relation to an in-depth evaluation of the Merdeka Curriculum's execution specific to the Pancasila learner profile. While several studies have been directed at broader aspects of learning, they have not fully addressed how the Merdeka Curriculum specifically affects students' understanding and application of Pancasila values, especially in terms of fostering global diversity behaviors through civic education.

In recent studies, global diversity behaviors, as part of civic education, have been linked to the ability of students to understand and internalize values of justice, unity, and humanity in the context of an increasingly interconnected world (Jalal & Kurniawan, 2022). The Merdeka Curriculum's Pancasila learner profile offers an innovative approach to incorporating these values, preparing students to not only appreciate local diversity but also recognize and respect global differences. YUNUS (2023) emphasizes that this curriculum aims to produce a generation with a strong national identity while also cultivating an awareness of global issues, aligning with global educational trends such as those outlined in the UNESCO Education for Sustainable Development (ESD) framework (UNESCO, 2022).

Despite its theoretical strengths, there remains a gap between the optimistic expectations of curriculum designers and the reality in the field. Studies indicate that, in practice, the implementation of Pancasila values in civic education often falls short, with many educators lacking the training to effectively apply these values in teaching (Teknodik et al., 2021). Moreover, the lack of support and participation from various stakeholders further hinders the development of the desired student behaviors, especially regarding global diversity.

The Merdeka Curriculum's existence is the reason for this study as stated in the regulations (Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2024) to strengthen students' independence in the learning process and provide freedom to schools in designing the curriculum according to the local needs and behavioristics of their students. Through the application of Pancasila values in the course of learning, pupils are expected to understand, appreciate, and practice the basic principles contained in Pancasila, such as justice, democracy, unity, and humanity.

## RESEARCH METHODS

In the research conducted by the author, the focus is on the Internalization of Global Diversity Behavior through the Pancasila Student Profile Strengthening Project in Civics

Learning at SD Negeri Larangan 1 Cirebon City, using the Mixed Method approach, which combines both qualitative and quantitative methods. According to Creswell (2014), the Mixed Method approach is a powerful research design that allows researchers to draw on the strengths of both qualitative and quantitative research. The use of Mixed Method aims to produce a more complete and in-depth set of data by integrating both numerical data and detailed insights.

In quantitative research, the aim is often to collect numerical data that can be analyzed statistically to understand patterns and trends in the phenomenon under study. This allows the researcher to measure and quantify various aspects of the problem. On the other hand, qualitative research focuses on understanding the deeper meaning behind those numbers. As Teddlie & Tashakkori (2009) argue, qualitative methods help researchers explore and understand the "why" and "how" of the phenomenon, offering rich, contextual insights that quantitative data alone cannot provide. By combining both approaches, this study allows for a comprehensive examination of the internalization of global diversity behavior, providing both numerical evidence and in-depth insights into the underlying causes and impacts of the Pancasila Student Profile Strengthening Project in Civics Learning.

In using a quantitative approach, it is done through distributing questionnaires online and presented utilizing a Google Form specifically designed to measure the level of understanding of 5th grade students regarding global diversity behavior. During the qualitative approach, researchers conducted structured interviews that would be answered by each respondent to find out the impact of P5 in Civics learning that was realized to form global diversity behavior. Then the researcher describes the results of interviews and questionnaires as an overview of the research that the author conducted.

The background of the series of methods used, namely Mixed Method, researchers find how the description or shadow of the conditions seen by researchers from various events, facts, phenomena directly. With regard to the previous explanation, researchers studied the literature from a variety of sources, including credible and relevant journals, articles, and books. This research was conducted with a qualitative approach and case study method, which can provide insight into how global diversity behavior can be strengthened through the integration of behavior education in Civics learning.

Data analysis was used to assess the level of knowledge of each learner based on their answers in a questionnaire consisting of 30 statements with the criteria for determining the level of integration in this study referring to the Likert Scale with five categories. The questionnaire data of Grade 5 learners who were targeted to form global diversity behavior were analyzed using comparative analysis with ANOVA, then the researcher also used homogeneity of variance conducted with Levene's homogeneity of variance test. Statistical t-test and ANOVA were used to compare data samples. The t-test was used to compare samples, while ANOVA was used to compare more than a few groups of data samples

## **RESULT AND DISCUSSION**

The foundation of the Indonesian state is Pancasila, which contains noble values that reflect the spirit of diversity. The diversity of races, tribes, religions, and community groups is natural for Indonesia as an archipelago with cultural differences between tribes on each island and region. Pancasila is made as a foundation and behavioral guidelines for Indonesian citizens in order to create harmony in the midst of this diversity, state and national life (Nurgiansah, 2021).

Through subjects such as Pancasila and Civic Education, students can learn and internalize the values of respect for diversity and unity contained in Pancasila. This helps shape student behavior that respects differences, is tolerant and inclusive from an early age. Meanwhile,

global diversity education facilitates applying these principles to the educational process. Through cultural learning, extracurricular activities, P5 programs and learning methods that involve the perspectives of various cultures, students are introduced to global diversity and trained to think critically and be open to differences. Thus, it can be seen that the successful implementation of the current curriculum must also be accompanied by the successful execution of the P5 program (Pancasila Student Profile Strengthening Project) because it is the hallmark of an independent curriculum (Fitriya & Latif, 2022)

### **Global Diversity Education**

Global diversity education is a systematic effort to instill the values of diversity and multiculturalism in education with the aim of preparing young people to be able to live in a diverse society and respect different cultures, religions and backgrounds. Through this education, students are taught to understand and appreciate the diversity of cultures, traditions and ways of life from different parts of the world so as to develop a sense of empathy, tolerance and appreciation for diversity. It should create opportunities to learn, respect and experience different cultures. Individual Identity: Individual identity is the way a person feels about themselves, often shaped by other cultures and languages (Global et al., 2023). In Indonesia, global diversity is one among the Pancasila Student Profile Strengthening Project's six components in the Merdeka Curriculum program, in addition to faith, independence, mutual cooperation, critical reasoning, and creativity. The existence of global diversity is actually a natural phenomenon that is universal.

One important aspect of global diversity education is promoting regional cultural learning. In this learning process, students not only learn about outside cultures but also learn about the culture of the city of Cirebon and other local traditions, but are also introduced to cultures from other countries. They can learn the history, art, music, literature, and values embraced by individuals from throughout the globe without having to forget the cultural heritage of their ancestors. They are invited to analyze and understand different perspectives, and appreciate diversity as a wealth rather than a threat. Thus, they can develop an attitude of tolerance, inclusiveness, and respect for diversity.

### **Internalization of Global Diversity through P5**

Internalizing global diversity through P5 in Civic Education (Civics Education) learning is significant concept in the context of education to form a generation that has a deep understanding of the values of Pancasila, cultural diversity, and active involvement in national and state affairs. Pancasila as the foundation of the state of Indonesia, is a strong foundation in instilling the values of diversity, while global diversity education is a means to implement it in the learning process (Sya'bani & Kholidya, 2023).

Pancasila and Citizenship Education can be a medium to learn and internalize the values of diversity contained in Pancasila. The thing that becomes the focus of researchers in conducting research is the intensity of children entering school to take part in Civics learning activities. The level of curiosity of students at SD Negeri Larangan 1 is very high regarding Civics learning, there are also some students who do not pay attention during the lesson, it happens because the media and teaching materials from the teacher are not fully adequate.

Understanding and appreciation of global diversity must begin to develop at a young age with learning methods that encourage critical thinking, are open to differences, and involve the perspectives of various cultures need to be developed to help students develop tolerant and inclusive attitudes. As a result, Indonesia's young generation will be equipped with the values of diversity and understanding of global diversity to become global citizens who are open, tolerant, respectful, and contribute to world peace and harmony.

From the observations obtained, researchers took 3 pillars related to Global Diversity instilled through Civics learning at SDN Larangan 1 Cirebon City, namely:

1. Tolerance of religious understanding and appreciation of cultural heritage

2. Good communication and interaction with others
3. Personal and social responsibility

Assessment and monitoring of P5 in the form of strengthening the Pancasila Student Profile's conduct in compliance with the chosen dimensions, namely faith, devotion to the Almighty God and moral excellence, mutual aid, independence, global variety, imaginative and critical, reasoning and continuing good habits or actions with the implemented program (Ulandari & Rapita, 2023)

### Validity and Reliability Test

Validity can be defined in accuracy to measure the accuracy of a measuring instrument in performing the function of its size. Then the definition of whether or not a measure is valid depends on the ability of the tool to measure the object being measured appropriately. A decision can be made if an item can be considered valid.

Then on reliability to find out the extent to which one may rely on measuring findings. However. The measurement is deemed to have a high degree of reliability if the findings are repeated and yield comparable and same results. According to (Sugiono, 2019) Reliability test is done by looking at the Cronbach's Alpha value with the following criteria :

- 1) If the Cronbach's Alpha value  $> 0.05$  then an instrument can be said to be reliable
- 2) If the Cronbach's Alpha value  $< 0.05$  then an instrument can be said to be unreliable.

To obtain the data under study, the authors distributed a 30-statement questionnaire to respondents as many as 30 respondents of 5th grade students of SD Negeri Larangan 1 Cirebon City.

Using the findings of the reliability and validity assessments, data has been obtained which states that of the 30 statements given to 30 respondents stated that in all statement items the value of Cronbach's Alpha is greater than 0.05, this indicates that the statement items have been deemed trustworthy, and the value of the corrected item is greater than rtable of 0.361, which means that all statements can be declared valid.

Table 1

Cronbach's Alpha reliability on the variable "Pancasila Student Profile Strengthening Project in Civics Learning"

Reliability Statistics	
Cronbach's Alpha	N of Items
.820	15

Source: Data processed from SPSS

In the Reliability Test table for variable X which explains about the "Pancasila Student Profile Strengthening Project in Civics Learning" that the value of Cronbach's Alpha is greater, namely  $0.820 > 0.05$  or greater than the r table of 0.361. It can be concluded, that  $r_{count} > r_{table}$  5%, namely  $0.820 > 0.361$ , so that the data is reliable or reliable and consistent.

Reinforced by the ideas of (Rizky Satria et al., 2022) the underlying thing from the purpose of the Pancasila Student Profile to answer the big questions of students about the profile (competence) like how the results desired by the entire system of Indonesian Education. The connection is a complement and with an emphasis on integrating students' conduct in line with Pancasila ideals, the Pancasila Student Profile design as the achievement of requirements for graduate proficiency throughout all educational levels. So the data obtained through a questionnaire distributed to students as many as 30 respondents showed the results that students could follow the overall the Pancasila Student Profile Strengthening Project's activities which was then well supported by the school and parents of students.

Tabel 2

Cronbach's Alpha reliability on the variable "Internalization of Global Diversity Behavior."

Reliability Statistics	
Cronbach's Alpha	N of Items
.709	15

Source: Data processed from SPSS

In the Y variable Reliability Test table which explains the "Internalization of Global Diversity Behavior" that the value of Cronbach's Alpha is greater, namely  $0.709 > 0.05$  or greater than the r table of 0.361. It can be concluded that  $r_{count} > r_{table} 5\%$ , namely  $0.820 > 0.361$ , so that the data is reliable or reliable and consistent.

On the internalization of global diversity behavior through Civics learning activities as one of the field goals to improve achievement in students by holding the cultivation of global diversity behavior through Civics learning activities to introduce culture in diversity that has been neatly arranged. This is in accordance with the statement (Kemdikbudristek, 2020) that students' appreciation of culture becomes a necessity that is absorbed by students so that it becomes part of the personal development of each student..

### Discussion of the Results of Respondents' Answers

Findings from the respondents' responses of 5th grade students of SD Negeri 1 Larangan Cirebon City are as follows :

- a. Project of Strengthening the Profile of Pancasila Students in Civics Learning

Table 3

Recapitulation of Project Variables for Strengthening the Profile of Pancasila Students in Civics Learning (X)											
Indicator	F	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
Noble personality	2	33	62	19	29	8	9	0	0	0	0
Independence	3	44	56	37	38	8	6	1	1	0	0
Critical Thinking	2	15	31	34	56	9	11	2	2	0	0
Mutual cooperation	2	11	25	31	57	9	12	2	2	7	3
Global Diversity	3	29	39	45	48	15	12	1	1	0	0
Creative	3	20	30	42	51	17	15	2	1	9	3
TOTAL	15	152	243	208	279	66	65	8	7	16	6
Average		25.3	40.5	34.7	46.5	11.0	10.8	1.3	1.2	2.7	1.0

Source: Data processed Microsoft Excel

From table 3, it is obtained a recapitulation of respondents' answers about the variable of the Pancasila Student Profile Strengthening Project in Civics Learning of 46.5% of respondents answered "Agree", 40.5% of respondents answered "Strongly Agree", 10.8% of respondents answered "Neutral", 1.2% of respondents answered "Disagree", 1.0% of respondents answered "Strongly Disagree". To find out the average score for the answers to the variables of the Pancasila Student Profile Strengthening Project in Civics Learning is as follows:

$$= \frac{(5 \times 152) + (4 \times 208) + (3 \times 66) + (2 \times 8) + (1 \times 16)}{15 \times 30 \times 5} \times 100\%$$

$$= \frac{1822}{2250} \times 100\% = 80,98\% = 81\%$$

From these calculations it can be concluded that the results obtained from the recapitulation above that the variable of the Pancasila Student Profile Strengthening Project in Civics Learning is in the range 81% - 100% = Very Strong.

The amount of recapitulation data obtained, contained in the noble personality indicators confirmed through (Undang-Undang Republik Indonesia, 2003) Education is a purposeful and systematic effort to offer a learning environment and learning process so that pupils actively develop their potential for religion spiritual strength, self-control, and personality, intelligence, noble character, and skills, according to the National Education System. needed by themselves. The results presented correlate with interviews that the author conducted together with one of the teachers at SD Negeri Larangan 1 Cirebon City, that the students really uphold a noble personality in the school environment by holding habituation activities such as reading short Koranic verses, praying dhuha together every Friday, and reading 99 asmaul husna together every day.

Then proceed with indicators of independence in students as one of the attitudes that is cultivated in each student with the goal of pupils being able to master themselves, control themselves their respective students (Suciati, 2016; Suciono, 2021) From what has been presented, it shows that students have good independence and are in accordance with the results presented in accordance with the observations made by the author, that the students of SD Negeri Larangan 1 Kota Cirebon have good independence and can be responsible for the activities and activities of each student.

Ending with indicators of global diversity seeks to promote mutual respect and establish a new good culture that does not belittle the exceptional national culture. Learners uphold respect for noble culture, local wisdom, and identity as a highly upheld principle, while maintaining an open and inclusive attitude when dealing with other cultures (Shofia Rohmah et al., 2023).

Thus, that the variable of the Pancasila Student Profile Strengthening Project in Civics Learning is very well correlated with direct interviews with the school and findings from the distributed questionnaire to 5th grade students and then has been recapitulated using the Microsoft Excel application. In the Pancasila Learner Profile Strengthening Project program launched by the Ministry of Education and Culture, SD Negeri Larangan 1 runs a good program from the many supports from both the school, students and parents of students.

#### b. Internalisasi Perilaku Berkebhinekaan Global

Tabel 4

Variable Recapitulation of Internalization of Global Diversity Behavior (Y)											
Indicator	F	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
Recognize and Appreciate Culture	2	29	64	13	23	5	7	3	3	10	4
Communication and Interaction	2	33	63	18	27	7	8	2	2	0	0
Reflection and Responsibility Experience of Diversity	2	24	49	22	36	11	13	2	2	1	0
Social Justice	2	35	66	17	26	7	8	1	1	0	0
Creativity	2	32	61	19	29	8	9	1	1	0	0
Critical Thinking	1	17	63	10	30	3	7	0	0	0	0
Be friendly	1	12	52	8	28	6	16	2	3	2	2
Collaboration	1	14	54	12	37	4	9	0	0	0	0
Deepening Cultural Identity	1	12	48	13	41	4	10	1	2	0	0
Interaction	1	17	63	12	35	1	2	0	0	0	0
TOTAL	15	225	583	144	312	56	89	12	14	13	6
Average		22.5	58.3	14.4	31.2	5.6	8.9	1.2	1.4	1.3	0.6

Source: Data processed Microsoft Excel

In table 4, it is obtained a recapitulation of respondents' answers about the variable Internalization of Global Diversity Behavior of 58.3% of respondents answered "Strongly Agree",

31.2% of respondents answered "Agree", 8.9% of respondents answered "Neutral", 1.4% of respondents answered "Disagree", 0.6% of respondents answered "Strongly Disagree". To find out the average score for the answers to the variables of the Pancasila Student Profile Strengthening Project in Civics Learning is as follows:

$$= \frac{(5 \times 225) + (4 \times 144) + (3 \times 56) + (2 \times 12) + (1 \times 13)}{15 \times 30 \times 5} \times 100\%$$

$$= \frac{1906}{2250} \times 100\% = 84,71\% = 85\%$$

From these calculations it can be concluded that the results obtained from the above recapitulation that the variable Internalization of Global Diversity Behavior is in the range of 81% - 100% = Very Strong.

In the data that has been recapitulated, there is an indicator of social justice which explains that in a democratic society, social justice is an obligation. Social justice is an important element for the establishment of peace and prosperity. Social justice is the fifth principle in the basic principles of the State ideology (Fatihin, 2017). At SD Negeri 1 Larangan, students can apply social justice well because this school applies the fifth precept in the Pancasila precepts.

Then continued with the indicator of reflection and accountability for diverse experiences where educators teach Pancasila learners to utilize reflective awareness and experience of diversity among students. The aim is to steer clear of bullying, intolerance, and violence, as well as prejudice and preconceptions about other cultures (Utami et al., 2023).

Seeing from the results listed both from direct interviews with school parties and distributing questionnaires, it can be seen that the application and understanding of student behavior in global diversity has been carried out well by the school.

#### a. Data Normality Test Results

The Normality Test determines if data is normal or not. Various types of scales generally follow the normal distribution assumption. It is not impossible if the data does not follow the assumption of normality. A normality test must be performed on the data in question to ensure that the distribution is correct.

The results of the Regression Test and Kolmogorov-Smirnov Test can be seen as follows:

Table 5  
Regression Test Results using Data Normality Test

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	173.548	1	173.548	5.613	.025 <sup>b</sup>
Residual	865.652	28	30.916		
Total	1039.200	29			
a. Dependent Variable: Variable Y					
b. Predictors: (Constant), Variable X					

The test results table above explains whether the regression model may be used to forecast the effect of the independent variable on the dependent variable. From the output it is known that the calculated F value is 5.613 with a significance level of 0.025 > 0.05, it can be said that the regression model can be used to predict the effect on Variable X "Project Strengthening the Pancasila Student Profile in Civics Learning" on Variable Y "Internalization of Global Diversity Behavior. Based on data analysis using SPSS. version 26, it can be seen that the significance value shows the normality of the data. The value criteria are considered normal if the significance value (sign.) exceeds Alpha ( $\alpha = 5\%$  or 0.05), and abnormal if the significance value (sign.) falls below Alpha ( $\alpha = 5\%$  or 0.05).

Table 6  
 Normality Test Results using Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Predicted Value
N		30
Normal Parameters <sup>a,b</sup>	Mean	63.6000000
	Std. Deviation	2.44630356
Most Extreme Differences	Absolute	.104
	Positive	.104
	Negative	-.087
Test Statistic		.104
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Hypothesis of Normality Test of Data Distribution with Confidence level

$H_0$  = data comes from a normally distributed population

$H_a$  = data does not come from a normally distributed population

Decision Making :

1. If the Sig.Count value, then the data is said to come from a normally distributed population
2. If the Sig.Count value, then the data is said not to come from a normally distributed population

Based on the Table of Normality Test Results using One Sample Kolmogorov Smirnov data SPSS Output Results that on Variables X and Y have a Sig Count = 0.200 > 0.05, thus it can be said that the data is not normally distributed. In conclusion, the obtained significance value (Asymp. Sign) is 0.200, this value exceeds the Alpha value of 5% (0.05). So we may infer that the data is normally distributed.

b. Homogeneity Test Results

Table 7  
 Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil_VariableXdanY	Based on Mean	606	1	58	.439
	Based on Median	743	1	58	.392
	Based on Median and with adjusted df	743	1	57.994	.392
	Based on trimmed mean	597	1	58	.443

Source: SPSS data

Based on the output results with the help of SPSS version 26, through the homogeneity test, the Levene Statistic number is 0.579 with a significance or probability (Sig) of 0.443. Because the significance value of 0.443 is greater than 0.05, it can be concluded that the two variables that the author compares are the same or homogeneous.

c. T-Test Results

The purpose of the One-Way Anova test is to determine whether there is a difference in the mean values of the two samples.

Table 8  
One-Way Anova Test

ANOVA					
Hasil_VariabelXdanY					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	123.267	1	123.267	2.980	.090
Within Groups	2399.067	58	41.363		
Total	2522.333	59			

Hypothesize for this case:

1. Hypothesize in sentence descriptions

Ho : There is no average difference in Variable X "Pancasila Student Profile Strengthening Project in Civics Learning" on Variable Y "Internalization of Global Diversity Behavior."

HI : There is an average difference in Variable X "Project on Strengthening the Profile of Pancasila Students in Civics Learning" on Variable Y "Internalization of Global Diversity Behaviors."

2. Decision criteria taken based on the probability value

- If the probability (sig)  $\geq \alpha$  or 0.05, then Ho is accepted
- If the probability (sig)  $< \alpha$  or 0.05, then Ho is rejected

From the Anova table, the probability value (sig) = 0.90 and the significant level value  $\alpha = 0.05$   
Comparing the probability value (sig) with the significant level  $\alpha = 0.05$

3. If Probablitas (sig)  $> \alpha = 0.05$ , then Ho is accepted

- The decision:

There is no average difference in Variable X "Pancasila Student Profile Strengthening Project in Civics Learning" on Variable Y "Internalization of Global Diversity Behavior."

- d. Independent Samples T-Test Results

Tabel 9

Independent Samples T-Test Results

The independent sample t-Test test can be used to determine whether there is a difference in the average of two unpaired samples. The main requirements in the independent sample t-Test test are normally distributed and homogeneous (not absolute) data. From the results of the normality test analysis and the homogeneity test, the conclusion obtained is that the data is normally distributed and homogeneous.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_VariabelXdanY	Equal variances assumed	.606	.439	-1.726	58	.090	-2.867	1.661	-6.191	457
	Equal variances not assumed			-1.726	56.982	.090	-2.867	1.661	-6.192	459

It can be seen in the table above that there is an average or mean value on Variable X "Pancasila Student Profile Strengthening Project in Civics Learning" of 60.73 and 63.60 on Variable Y "Internalization of Global Diversity Behavior." This value can be interpreted that the average of Variable X is higher when compared to the average of Variable Y.

From this explanation, it can be concluded if :

Ho : There is no average difference in Variable X "Project to Strengthen Pancasila Student Profile in Civics Learning" on Variable Y "Internalization of Global Diversity Behavior."

HI : There is an average difference in Variable X "Project on Strengthening the Profile of Pancasila Students in Civics Learning" on Variable Y "Internalization of Global Diversity Behavior."

## CONCLUSION

According to the results of the research that has been studied, it can be concluded that the Pancasila Learner Profile Strengthening Project must be implemented as part of one of the efforts to strengthen the behavior of students. the formation of learner behavior not only has an impact on themselves but has an impact on the surrounding community which is the main breakthrough in behavior formation. Through the results of questionnaires and interviews aimed at students and school parties, the results show that students at SDN Larangan 1 Cirebon City have implemented the Pancasila Student Profile Strengthening Project. The things that underlie the formation of global diversity behavior in grade 5 students are the realization of Pancasila students in accordance with the curriculum that has been implemented, the teacher becomes an important role in the formation of student behavior not only that parents also have an important role. However, the tendency of teachers to empower Civics learning based on the Pancasila Student Profile Strengthening Project has been maximized. The results show the relevance between the statements submitted by the school, the results of the students' questionnaires and seeing directly in the field that the internalization of global diversity behavior through the Pancasila project in civic education learning reaches a very strong number, namely the variable Strengthening the Pancasila Student Profile in Civics Learning Project reaches 81% "Very Strong" and the variable Internalization of Global Diversity Behavior reaches 86% "Very Strong", including recognizing and respecting culture, intercultural communication and interaction, reflection and responsibility related to diversity experiences, and social justice.

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