The effect of teacher empowerment-based course program on teachers' knowledge of Pancasila character on the Indonesia-Malaysia literacy

Daya Negri Wijaya[a,1], Evania Yafie[b,2]*, H. Hariyono[a,3], Andhika Yudha Pratama[c,4], Alfi Rohmatul Azizah [d,5], Suti Mega Nur Azizah [d,6]

[a]Department of History, Faculty of Social Science, Universitas Negeri Malang, Jl. Semarang No 5 Malang, East Java 65114, Indonesia
[b]Department of Early Childhood Education, Faculty of Education, Universitas Negeri Malang, Jl. Semarang No 5 Malang, East Java 65114, Indonesia
[c]Department of Law and Civilization, Faculty of Social Science, Universitas Negeri Malang, Jl. Semarang No 5 Malang, East Java 65114, Indonesia
[d]Yayasan Haqqi Internasional Edukasi, Malang, East Java, Indonesia
[1] daya.negri.fis@um.ac.id; [2]evania.yafie.fip@um.ac.id;[3]hariyono.fis@um.ac.id; [4]andhika.yudha.fis@um.ac.id; [5]alvirohmatula88@gmail.com; [6]sutimegana@gmail.com
* Corresponding author

ARTICLE INFO	ABSTRACT
	The lack of teachers' ability to apply the Pancasila character can contribute to the fading of Pancasila culture abroad, especially for the families of Indonesian Immigrant Workers in Malaysia. This research aims to explore the understanding of the character of Pancasila among parents in the Indonesian-Malaysian literacy context. A quantitative research approach was used with a sample of 80 educators from the Kuala Lumpur Indonesian School and learning centers in Malaysia. The research instrument consists of a questionnaire with 15 items for the Teacher Empowerment Program variable and 14 items for Teacher Knowledge. Data analysis uses simple linear regression with validity, reliability, normality, heteroscedasticity, t test, and coefficient tests, which are processed using SPSS software. The research results found that the training program had a positive effect on teachers' knowledge about the character of Pancasila. The Teacher Empowerment Based Course Program has had a significant impact on teachers' understanding of the Indonesian-Malaysian Literacy Based Pancasila Character. After attending a course based on teacher empowerment, there was a significant increase in teachers' knowledge about the character of Pancasila based on Indonesian-Malaysian language literacy. This teacher empowerment-based course program provides educators with the opportunity to gain knowledge about Indonesian-Malaysian literacy. They can apply this knowledge through innovative and effective teaching methods. Future research could investigate further potential benefits beyond increasing teachers' knowledge after participating in this program.
	Pengaruh program kursus berbasis pemberdayaan guru terhadap pengetahuan guru tentang karakter Pancasila pada literasi Indonesia-Malaysia. Kurangnya kemampuan guru dalam menerapkan karakter Pancasila dapat berkontribusi pada memudarnya budaya Pancasila di luar negeri, khususnya bagi keluarga Pekerja Imigran Indonesia di Malaysia. Penelitian ini bertujuan untuk mengeksplorasi pemahaman karakter Pancasila di kalangan orang tua dalam konteks literasi Indonesia-Malaysia. Pendekatan penelitian kuantitatif digunakan dengan sampel 80 orang pendidik dari Sekolah Indonesia Kuala Lumpur dan pusat pembelajaran di Malaysia. Instrumen penelitian terdiri dari angket dengan 15 item variabel Program Pemberdayaan Guru dan 14 item Pengetahuan Guru. Analisis data menggunakan regresi linier sederhana dengan uji validitas, reliabilitas, normalitas, heteroskedastisitas, uji t, dan uji Koefisien, yang diolah menggunakan software SPSS. Hasil penelitian menemukan bahwa program pelatihan berpengaruh positif terhadap pengetahuan guru tentang karakter Pancasila. Program Kursus Berbasis Pemberdayaan Guru memberikan dampak yang signifikan terhadap pemahaman guru terhadap Karakter Pancasila Berbasis Literasi Indonesia-Malaysia. Setelah mengikuti kursus berbasis pemberdayaan guru, terjadi peningkatan yang signifikan pada pengetahuan guru tentang karakter Pancasila berdasarkan literasi bahasa Indonesia-Malaysia. Program kursus berbasis pemberdayaan guru ini memberikan kesempatan kepada para pendidik untuk memperoleh pengetahuan tentang literasi Indonesia-Malaysia. Mereka dapat menerapkan pengetahuan ini melalui metode pengajaran yang inovatif dan efektif.

INTRODUCTION

Instilling Pancasila character education is crucial in shaping youngsters who possess exemplary moral and social values (Malau, 2022; Setiyaningsih & Wiryanto, 2022; Susanti & Sukaesih, 2021). Nevertheless, effective implementation of this program relies heavily on the teachers' comprehension and competence to incorporate it into the school's learning process. Notably, Riadin & Permadi (2019) assert that some instructors still face challenges while implementing Pancasila character education in classrooms. This is caused by several factors, such as the lack of adequate training, limited resources, and the curriculum used has not fully supported the integration of Pancasila values (Yafie et al., 2021).

According to (Julaeha, 2019), one of the main reasons for teachers' lack of understanding is the absence of specialized training on Pancasila Character. In addition, resources such as books, literature, and appropriate guidelines are not yet available adequately and evenly (Prasety & Wijaya, 2022). Teachers must be able to master the understanding and link Pancasila character education in the implementation of learning in the classroom (Sulastri et al., 2022), whether it is only based on personal experience, peers, colleagues, or support from schools (Pratama & Noventari, 2018). However, not all schools can provide the same support, so this can hamper efforts to develop a young generation that has strong and sustainable Pancasila values (Rosana et al., 2019).

This lack of understanding of Pancasila character not only impacts teachers domestically, but also Indonesian teachers abroad, such as in Malaysia. Most students from Indonesian Immigrant Worker (PMI) families have lived in Malaysia since childhood, so many of them do not know and understand their culture and region of origin, and some have even forgotten their origin (Rahayuningtyas et al., 2021). The optimal acquisition of Pancasila character values is impeded by the cultural and educational differences experienced by Indonesian students in Malaysia (Yuliatin et al., 2021). Additionally, cultivating Pancasila character education for PMI students in Malaysia proves a challenge due to the scarcity of volunteer teachers who teach in various Malaysian states, far away from Indonesia.

Pancasila forms the core of Indonesia's national values, while literacy plays a crucial role in developing critical and analytical thinking abilities (Jannah & Fahlevi, 2018). Teachers, as change agents in the education system, have a significant responsibility in imparting and practicing the Pancasila principles (Solin & Hasugian, 2021). Teachers must serve as facilitators for utilizing learning resources both conventional and digital, such as the internet and electronic media, to keep up with global developments (Nanda & Budimansyah, 2020). Proper training equips teachers with extensive knowledge of Pancasila values and literacy abilities to effectively convey these concepts to younger generations (Astuti et al., 2022). In this instance, it is necessary for multiple parties to collaborate to offer extensive training and guidance using suitable resources.

Rubini et al., (2018) found that literacy-based learning can enhance and foster student character development, including traits such as trustworthiness, responsibility, respect, care, fairness, citizenship, courage, diligence, and integrity. Similarly, Susanti (2020), reports an increase in student awareness and engagement in building character aligned with cultural and ethical values through socialization activities promoting Pancasila character literacy. Increased awareness is not only observed by students but also by the school in assisting and shaping students with Pancasila character (Nurizka et al., 2020). This indicates that literacy-based training programs focused on Pancasila characters can enhance teachers' comprehension of Pancasila values and students' literacy abilities (Mudjiyanto et al., 2021).

A program aimed at empowering teachers is deemed capable of overcoming obstacles in order to enhance their understanding of the development of Pancasila character education and promote the integration of Pancasila values across all subjects (Achadi & Fithriyana, 2020). It is recommended that the Pancasila character education course program be founded on Indonesian-Malaysian literacy. This program enables teachers to comprehensively appreciate variations in culture and values between the two countries. Subsequently, educators can integrate Pancasila principles in the lives of Indonesian students living in Malaysia. The program serves to equip Indonesian learners with the essential skills and knowledge necessary for retaining and implementing Pancasila values without experiencing any difficulties or feeling alienated. Through this approach, educators can assist Indonesian students in Malaysia in comprehending the pertinence of applying the values of Pancasila to the younger generation's lives, regardless of their location (Rusnaini et al., 2021). This will enable the students to cultivate a robust and profound character within themselves. Furthermore, such programs supports the idea of Sustainable Development Goals (SDGs) proposed by tghe United Nations (UN) number 4 about quality education (United Nation, n.d.). It is expected that this program will give a strong foundation of Pancasila understanding among educators and learners.

METHOD

This research utilized a quantitative methodology to assess the impact of two variables: Teacher Empowerment Based Course Program (X) and Teacher Knowledge (Y). The study examined educators from Sekolah Indonesia Kuala Lumpur, Malaysia and nearby centers, drawn from a probability sampling technique where all participants had an equal chance of being randomly selected irrespective of population strata. The study implemented a questionnaire as the means of data collection. Specifically, the tool utilized consisted of a 15-item Teacher Empowerment Program instrument and a 14-item Teacher Knowledge assessment. The research employed a probability sampling technique and gathered 80 participants for

the study. The data analysis in this study utilized simple linear regression, as well as various tests for validity, reliability, normality, heteroscedasticity, t-tests, F-tests, and the Determination Coefficient Test. The analysis method employed SPSS version 25 to address the problem formulated or confirm the theory.

RESULTS AND DISCUSSION

Validity Test

A validity test is conducted to determine the reliability of the questionnaire. A significance test between the computed r and the r table value will do this. A correlation coefficient significance test at the 0.05 level is frequently used to verify an item's appropriateness for use; if the item is strongly connected with the total score, it is accepted for use. Items, queries, and variables are considered legitimate if and only if their values are larger than zero, and the r count is bigger than the r table. In contrast, the r count cannot be legitimate if it is less than the r table. The results of the trials involving the factors of teacher autonomy and teacher expertise are presented in Table 1.

Table 1. Validity Test Results

Variable	Item	R Count	R Table	Sig	Note
Teacher Empowerment	X1.1	0.660	0.2199	0.000	Valid
	X1.2	0.674	0.2199	0.000	Valid
	X1.3	0.688	0.2199	0.000	Valid
	X1.4	0.625	0.2199	0.000	Valid
	X1.5	0.689	0.2199	0.000	Valid
	X1.6	0.629	0.2199	0.000	Valid
	X1.7	0.790	0.2199	0.000	Valid
	X1.8	0.728	0.2199	0.000	Valid
	X1.9	0.727	0.2199	0.000	Valid
	X1.10	0.663	0.2199	0.000	Valid
	X1.11	0.710	0.2199	0.000	Valid
	X1.12	0.845	0.2199	0.000	Valid
	X1.13	0.794	0.2199	0.000	Valid
	X1.14	0.796	0.2199	0.000	Valid
	X1.15	0.730	0.2199	0.000	Valid
Teacher Knowledge	Y1.1	0.729	0.2199	0.000	Valid
	Y1.2	0.693	0.2199	0.000	Valid
	Y1.3	0.743	0.2199	0.000	Valid
	Y1.4	0.700	0.2199	0.000	Valid
	Y1.5	0.737	0.2199	0.000	Valid
	Y1.6	0.733	0.2199	0.000	Valid
	Y1.7	0.769	0.2199	0.000	Valid
	Y1.8	0.747	0.2199	0.000	Valid
	Y1.9	0.747	0.2199	0.000	Valid
	Y1.10	0.748	0.2199	0.000	Valid
	Y1.11	0.727	0.2199	0.000	Valid
	Y1.12	0.686	0.2199	0.000	Valid
	Y1.13	0.635	0.2199	0.000	Valid
	Y1.14	0.775	0.2199	0.000	Valid

All items in the Teacher Empowerment and Teacher Knowledge categories have a correlation coefficient (r) that is more than the crucial value (r table) and has a significance level greater than 0.05, as shown in Table 1. All items included in this study were found to have validity, suggesting that the measures of both teacher empowerment and teacher knowledge were effective.

Reliability Test

The reliability test was employed to evaluate the consistency of measurement outcomes obtained from the questionnaire when administered multiple times. Any questions, structures, or variables that had a Cronbach Alpha coefficient below 0.60 were considered to be unreliable. Reliability was established for questions, structures, or variables that exhibited a Cronbach Alpha coefficient greater than 0.60. Cronbach's alpha was used to determine the accuracy of the study's findings. Table 2 displays the results of the study's reliability test.

Table 2. Reliability Test Result

Variable	Cronbach's Alpa	Standart Alpha	Note
Teacher Empowerment	0..933	0.60	Reliabel
Teacher Knowledge	0..930	0.60	Reliabel

Table 2 displays the results of a reliability analysis, which show that the variables of teacher empowerment and teacher knowledge both have values more than 0.06, indicating their dependability.

Normality Test

The data normality test is used to determine the data distribution for the single variable of interest. If the goal is to know if the distribution is normal, the Kolmogorov-Smirnov test is what you need. The data are presumed to be normally distributed if and only if the p-value is greater than 0.05 (p > 0.05). It is reasonable to infer that the data is statistically unusual if the p-value is less than 0.05 (P 0.05). Table 3 displays the outcomes of the present study's normality tests.

Table 3. Normality Test Result

		Unstandardized Residual
N		80
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	.25709407
Most Extreme Differences	Absolute	.098
	Positive	.098
	Negative	-.068
Test Statistic		.098
Asymp. Sig. (2-tailed)		.057c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 3's significant value, labeled Asymp. Sig. (2-tailed), may be seen to be 0.057 based on the data presented above. This value is significantly higher than the 0.05 threshold set as the level of significance. The distribution of the teacher empowerment variable (X) in relation to the teacher knowledge variable (Y1) is determined to be normally distributed, hence it is decided to accept the null hypothesis (H0).

Heteroscedasticity Test

The purpose of this analysis is to compare groups of data to see if there is a statistically significant difference in the residual variance. Heteroscedasticity testing involves the utilization of a scatterplot diagram. The scatterplot graph allows for the examination of heteroscedasticity in a regression model. The presence of a discernible pattern in the Figure 1 suggests the occurrence of heteroscedasticity.
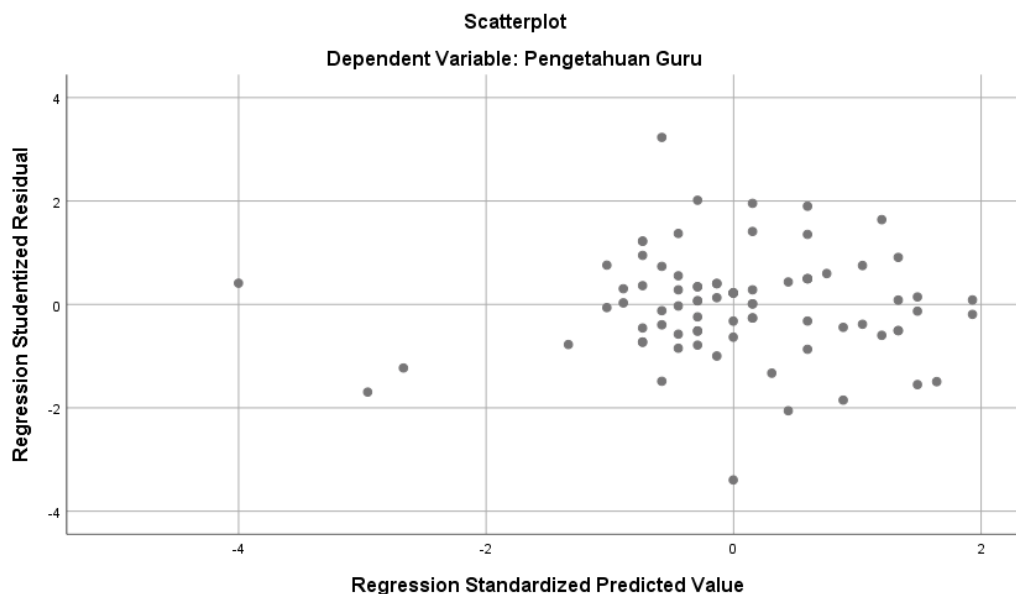

Figure 1. Heteroscedasticity Test Result

According to the observations depicted in Figure 1, the data points exhibit a random distribution, displaying both positive and negative values in relation to the Y-axis. The results of this analysis suggest that heteroscedasticity does not exist in the selected regression model.

Simple Regression Test

The purpose of this study is to examine the relationship between teacher empowerment (the independent variable) and teacher knowledge (the dependent variable) using Simple Linear Regression Analysis (Table 6). The purpose of the analysis is to gain a deeper understanding of the variables and their relationship to one another.

Table 6. Simple Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.822	.256		3.214	.002
	Teacher Empowerment	.776	.065	.806	12.005	.000

a. Dependent Variable: Teacher Knowledge

The findings derived from the computation of the simple regression coefficients indicate that the constant coefficient is 0.822, while the coefficient associated with the independent variable (X) is 0.776. Based on the aforementioned data, Given that the correlation between teacher empowerment (X) and teacher knowledge (Y) is 0.806, it follows that there is a strong association between these two factors (Table 7).

Tabel 7. T [a] Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.822	.256		3.214	.002
	Teacher Empowerment	.776	.065	.806	12.005	.000

a. Dependent Variable: Teacher Knowledge

T test findings show that both teacher empowerment (X) and teacher knowledge (Y) have a statistically significant impact on student achievement. The t test calculated a significance level of 0.000, indicating that this is the case.

Determination Coefficient Test

The Coefficient of Determination test is used to ascertain the degree of causality between the independent and dependent variables. Coefficient of determination, sometimes known as R-squared, is a statistical tool for evaluating levels of predictability. A high R-squared value, typically above 0.05, is indicative of a strong level of determination (Table 8).

Table 8. Test Results of the Coefficient of Determination (R^2)

		Model Summary[b]		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.806a	.649	.644	.25874

a. Predictors: (Constant), Teacher Empowerment

b. Dependent Variable: Teacher Knowledge

Based on the aforementioned test, it has been determined that the coefficient of determination is 0.649, indicating a proportion of 64.9%. The training program based on teacher empowerment has a significant impact on the knowledge of teachers. Although it is understood that extra factors may account for 35.1% of the observed results that were not investigated here.

The study findings indicate that the Teacher Empowerment-Based Course Program has a notable impact on the level of Teachers' Knowledge on the Pancasila Character, as measured by the Indonesia-Malaysia Literacy assessment. The observation of a t test result of 12.005, accompanied with a significance value of 0.000, indicates the presence of a statistically significant relationship. Teachers' understanding about the character of Pancasila based on Indonesian-Malaysian literacy has risen after being given an intervention in the form of a teacher empowerment-based course program. In support of this idea, (Nukoonkan & Dhammapissamai, 2023) developed a self-guided, online training course for educators to enhance their project management abilities. (Hyseni Duraku et al., 2022) found that completing the training program significantly improved the knowledge and skills of early childhood education teachers. Similarly, (Zala-

Mezö et al., 2019) observed that a train-the-trainer program for instructors in higher education resulted in increased perceptions of self-efficacy and academic achievement levels in the teaching-learning process. However, (Zala-Mezö et al., 2019) focused more on developing teachers' project management skills rather than their overall knowledge. From the overall findings above, it shows that providing training to teachers can improve teacher knowledge, in this case related to teacher knowledge related to Pancasila character based on Indonesian-Malaysian literacy.

Such a program has great potential to deepen teachers' understanding of Pancasila values that reflect the culture, history and identity of the Indonesian-Malaysian community. From a psychological point of view, teacher empowerment through this kind of course can affect changes in knowledge through cognitive, emotional and behavioral processes. Teacher empowerment programs can also encourage action change (Mohamad et al., 2015). Teachers who are more educated in Indonesia-Malaysia literacy-based Pancasila character might try to integrate the values in their daily learning (Azizah et al., 2021). They may use regional literacy stories and content in their teaching to illustrate Pancasila concepts (Royani et al., 2022). This will have a positive impact on students, helping them to better understand the meaning of Pancasila values, and strengthen their cultural identity. Interactive and creative teaching methods allow teachers to integrate Pancasila values and Indonesian-Malaysian literacy into their lessons in interesting and relevant ways (Gill & Berezina, 2020). For example, teachers can use stories from both cultures as teaching materials, allowing students to understand the meaning of Pancasila characters concretely (Yafie et al., 2020). The use of techniques such as group discussions or regional literacy-based projects can also encourage students to actively participate in understanding and internalizing the values. Overall, the teacher empowerment-based course program can influence teachers' knowledge of Indonesia-Malaysia literacy-based Pancasila characters through cognitive, emotional and behavioral changes. With a deeper understanding and strengthened commitment to Pancasila values, teachers can play a more effective role in shaping students' character and promoting multicultural culture and awareness in the educational environment.

CONCLUSION

The findings of the study indicate that the Teacher Empowerment-Based Course Program has a statistically significant impact on the level of knowledge among teachers on the Pancasila character, as it pertains to literacy in the context of Indonesia-Malaysia. The aforementioned observation is supported by the t-test outcome of 12.005, which exhibits a significance level of 0.000. Teachers' knowledge about the character of Pancasila based on Indonesian-Malaysian literacy has increased after being given an intervention in the form of a teacher empowerment-based course program. This teacher empowerment-based course program can provide teachers with knowledge related to Indonesian-Malaysian literacy so that they can apply and implement this literacy knowledge through appropriate and interesting teaching methods. This research is expected to contribute to the scientific field, especially in improving teacher competence. Further research can explore other positive impacts besides the increase in teacher knowledge after being given intervention through the program.

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