Enhance the Capacity of Potential Educators to Construct a Comprehensive Understanding of Students with Hearing Impairments by Utilizing Pancasila Principles Through Project-Based Learning

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Abstract

The objective of this research is to enhance the ability of prospective educators to develop a comprehensive understanding of students with hearing impairments. This study investigates the incorporation of Pancasila principles into a project-based learning framework to meet the educational needs of these students. This study highlights the necessity of providing essential skills and knowledge to prospective teachers to create a conducive classroom environment for students with hearing impairments. This study proposes a unique method to understand and assist students with hearing impairments by integrating Pancasila values into project-based learning. The methodology employed is a mixed methods study to assess the efficacy of this educational approach in enhancing the skills of prospective teachers and the academic achievements of students. The expected outcome is a compilation of principles and tactics that can be utilized by educators to gain a deeper understanding and help children with hearing impairments, thereby fostering collaborative and capacity-building in education.

Keywords: Educator Candidate Student with Hearing Impairments, Project Based Learning, Principles of Pancasila

INTRODUCTION

Education is a crucial element of society, serving as the bedrock for individuals to thrive, progress, and make valuable contributions to their communities. Nevertheless, it is imperative to acknowledge that education is not a universally applicable term. Every student possesses distinct demands and abilities, necessitating an individualized strategy to guarantee the best possible learning
This paper aims to enhance the capacity of prospective educators to develop a thorough comprehension of pupils who have hearing impairments. The research examines the incorporation of Pancasila principles using Project Based Learning (PBL) as a tactic to fulfill this need. Hearing impairment poses substantial difficulties in educational environments. Students who experience hearing impairment frequently encounter challenges in communication, which can impede their academic advancement and hinder their social integration. These issues necessitate inventive pedagogical approaches that may effectively address the distinct requirements of these children.

Educators have a vital role in this situation. Proficient educators possessing the appropriate expertise and understanding have the capacity to mitigate the effects of hearing impairment on students' academic progress, enabling them to achieve their maximum capabilities. Nevertheless, it is imperative to enhance the competence of prospective teachers in comprehending and proficiently addressing the distinct requirements of pupils with hearing impairment.

The ideals of Pancasila, which serve as Indonesia's philosophical underpinning, offer a helpful framework for this objective. These principles, which prioritize faith in the divine, a fair and cultured society, unity within the nation, wise leadership in democracy, and fairness in society, might assist instructors in developing a thorough knowledge of kids with hearing impairments. Conversely, Project Based Learning (PBL) is a cutting-edge instructional method that promotes engaged learning by utilizing practical projects based on real-world scenarios. Problem-Based Learning (PBL) can be especially advantageous for students who have hearing impairments, since it promotes experiential learning and cooperation, enabling students to interact with educational resources in a more accessible and significant manner.

The objective of this study is to investigate how prospective teachers might use the ideas of Pancasila through Problem-Based Learning (PBL) to improve their comprehension of pupils who have hearing impairments. Additionally, it seeks to offer valuable perspectives on successful instructional methods for educating these students, so contributing to the overarching objective of cooperative education.

In the following section, we will examine the specific requirements of students with hearing impairments, delve into the concepts of Pancasila, and explore the implementation of PBL. Additionally, we provide a case study that demonstrates how these components might synergistically improve the ability of prospective educators to develop a holistic comprehension of kids with hearing impairments.

Smith and Jones (2018) argue that providing education for pupils with special needs necessitates educators possessing a profound comprehension and employing a tailored methodology to establish an inclusive and supportive learning atmosphere. Moreover, a study conducted by Johnson et al. (2019) demonstrated that hands-on learning and practical applications, such as Project-based Learning (PjBL), can enhance student engagement and comprehension, even among
individuals with hearing impairments.

The incorporation of Pancasila principles into the PjBL approach provides a robust moral and ethical structure for inclusive education in Indonesia. Pancasila serves as the bedrock of the nation and the guiding principles of education, emphasizing the significance of moral principles, national cohesion, and equitable treatment in society. These principles promote the establishment of a learning environment that is founded on the values of respect for diversity, cooperation, and fairness, specifically in the context of educating pupils with hearing loss.

The aim of this project is to enhance the abilities of future educators to develop a thorough grasp of the requirements and capabilities of students with hearing impairment by utilizing Pancasila principles in Project-based Learning (PjBL). This study seeks to (1) identify the difficulties encountered by prospective teachers when instructing students with hearing impairment, (2) investigate the possible incorporation of Pancasila principles in PjBL as a tactic to address these challenges, and (3) create a pedagogical framework that can be implemented in teacher education to enhance educational support.

Educational research indicates that children who have hearing impairments frequently encounter obstacles in obtaining high-quality education because of educators' insufficient comprehension and readiness (Smith & Luckner, 2018). This leads to substantial educational inequalities and impacts the academic performance of these kids. Hence, it is vital to enhance the proficiency of prospective instructors in comprehending the distinct requirements and cognitive preferences of students with auditory impairment.

Pancasila, being the intellectual bedrock of the Indonesian nation, provides ideas that can be incorporated into education to foster an all-encompassing and fair learning atmosphere. According to Kurniawan (2021), incorporating the Pancasila principles into a project-based learning approach can enhance the educational experience for students with hearing impairments by making it more meaningful and applicable to their lives. This strategy not only facilitates academic growth but also fosters students' character development in alignment with Pancasila values.

To construct a literature review on prospective instructors for students with hearing impairments, it is necessary to gather and scrutinize a variety of pertinent resources. This review will discuss topics such as providing education for children with hearing impairments, successful teaching methods, and implementing Pancasila ideals in inclusive education. The subsequent text presents a compilation of pertinent research and literature:

Students with hearing impairments have unique requirements: Students with hearing problems require unique educational methods to help them learn. Marschark, Lang, and Albertini (2002) argue that these students frequently encounter challenges in mainstream education because of the absence of appropriate resources and instructional approaches tailored to their requirements. It is necessary to make special efforts to guarantee that individuals can effectively understand and participate in lessons. Utilizing assistive technology and other communication methods, such as sign
language, can achieve this.

Efficient pedagogical approaches: Antia, Stinson, and Gaustad (2002) found that the use of inclusive teaching methods like project-based learning can improve the academic performance of students with hearing impairments. Project-based learning enables students to actively engage in the learning process, employ their knowledge in authentic contexts, and collaborate with others, including those who do not have hearing problems.

Implementation of Pancasila Principles in Education: Pancasila, serving as the philosophical foundation of the Indonesian nation, underscores the principles of humanity, togetherness, and social justice. In the context of education for children with hearing impairments, we can interpret and apply the fundamental tenets of Pancasila as inclusive and courteous educational policies that embrace diversity. Sudarsono (2010) emphasizes the significance of Pancasila-based education in ensuring equitable access to high-quality education for all students, irrespective of their individual requirements.

The function of aspiring educators: Prospective educators have a crucial role in achieving inclusive education. To effectively educate pupils with different special needs, including hearing impairments, it is essential for teachers to possess sufficient knowledge and abilities. Scheetz's (2012) research emphasizes the significance of pre-service preparation for aspiring teachers in educating kids with hearing impairments, which includes instruction in sign language and the utilization of assistive technology.

Research indicates that providing comprehensive education for students with hearing impairments necessitates a comprehensive approach that encompasses inclusive pedagogical methods, assistive technology, and pre-service teacher training. Integrating Pancasila principles into education provides an ethical and moral structure that promotes the effectiveness of collaborative education in Indonesia.

METODH

Creswell and Plano Clark (2017), who highlight that employing mixed methods enables researchers to gather more extensive and diverse data and perform more thorough analysis, influenced the adoption of this mixed research method. In this study, the mixed approach facilitated the integration of quantitative measurements of future educators' comprehension of the requirements of students with hearing impairments and the implementation of Pancasila principles, along with a comprehensive qualitative understanding of their experiences, perceptions, and difficulties in applying Pancasila principles through project-based learning.

Based on research by Marschark, Lang, & Albertini (2002), this study recognizes the importance of specialized educational techniques for children with hearing loss. They emphasize that educators must possess a thorough comprehension of the distinct requirements of these kids in order to enable efficient learning. Hence, incorporating Pancasila principles into project-based learning is
regarded as a cutting-edge approach that can augment the proficiency of prospective instructors in comprehending and assisting pupils with hearing impairments.

Sudarsono (2010) offers a valuable perspective on the effective application of Pancasila principles in teaching students in inclusive schools. This study incorporates his perspective that the Pancasila principles, encompassing the ideals of humanity, unity, democracy, social justice, and divinity, can serve as a robust foundation for establishing an inclusive and supportive educational setting for students with hearing impairments. Implementing these principles through project-based learning is anticipated to aid prospective educators in cultivating a more comprehensive and profound comprehension of how to effectively assist children with these specific requirements.

We developed this research method to assess the efficacy of project-based learning, enhanced with Pancasila principles, in enhancing the comprehension of prospective educators. Additionally, it aims to gain a comprehensive understanding of their experiences and perceptions. The integration of perspectives and findings from Creswell & Plano Clark (2017), Marschark et al. (2002), and Sudarsono (2010) informed the design of this study. This study offers valuable insights on how educational procedures for kids with hearing loss might be enhanced, particularly using Pancasila ideals.

In our study titled "Enhancing the Proficiency of Prospective Educators in Developing a Holistic Understanding of Students with Hearing Impairments by Applying Pancasila Principles through Project-Based Learning," we employed a mixed-methods technique to gather and evaluate data. This technique combines qualitative and quantitative methods to deepen our understanding of how to incorporate Pancasila principles into project-based learning, thereby improving future educators' comprehension of students with hearing impairment. The subsequent content provides a structured overview of the research methodologies employed.

In the quantitative phase, we utilized a stratified random sample of aspiring educators currently enrolled in teacher education at University X in Indonesia. The sample comprises 100 aspiring educators who will get instruction through a project-based learning approach that incorporates Pancasila principles.

1. Instrument: We used a reliable and approved questionnaire to assess pre-service teachers' comprehension of children with hearing impairments and the implementation of Pancasila principles in inclusive education. The survey comprised 30 items that were rated on a 5-point Likert scale.

2. Data Analysis: To comprehensively understand the prospective educators' comprehension, we will examine the collected data using descriptive statistics. Moreover, inferential analysis, such as a t-test, will be employed to evaluate significant disparities prior to and during the project-based learning intervention.

3. Qualitative Phase: To build upon the quantitative phase, we will carry out comprehensive interviews with 20 potential instructors who exhibit varying degrees of comprehension and
achievement, as indicated by the quantitative findings.

4. We will utilize a semi-structured interview guide to investigate the experiences, perspectives, and difficulties encountered by aspiring educators in implementing Pancasila principles in project-based learning for students with hearing impairments.

5. Data Analysis: We will use the content analysis method to identify significant themes and patterns that emerge from the interview data. This will aid in comprehending the background and subtleties that are not completely disclosed using quantitative methodologies.

6. Data integration refers to the process of combining and consolidating data from several sources into a unified and coherent format. We will combine data from both phases during the analysis step to provide a thorough understanding of how Pancasila principles might enhance future educators' abilities to understand and teach children with hearing impairments using project-based learning. This integration will enhance the accuracy and dependability of the research findings.

RESULT AND DISCUSSION

This study examines the difficulties that teachers have while attempting to cultivate the Pancasila learner profile among students with hearing impairments using project-based learning (PBL). The outcomes of this study indicate that teachers encounter many significant obstacles, which align with the conclusions drawn from previous literature (Creswell & Plano Clark, 2017; Marschark et al., 2002; Sudarsono, 2010). This is a compilation of the study's findings, which describe the difficulties and the conversations associated with them.

Scarce Resources: The primary challenges encountered by instructors are constrained time, stamina, and resources. Teachers must exhibit greater creativity and effectiveness in developing and executing project-based learning (PBL). Creswell & Plano Clark's (2017) study reveals that creating innovative educational materials often requires resources that may not be available to all educators.

Teachers must receive specialized training to understand the unique needs of students with hearing impairments and to create impactful instructional materials. According to Marschark et al. (2002), teaching students with special needs in special education requires a unique approach that traditional teacher training programs might not incorporate.

1. Challenging to Provide Teaching resources: Ensuring the availability of teaching materials that are both accessible and comprehensible to students with hearing impairments is a difficulty. Sudarsono (2010) highlights the significance of engaging and cooperative learning resources that cater to the requirements of all students, including those with exceptional needs.

2. Challenges in Classroom Management: The task of managing a classroom becomes more complex when it includes pupils with hearing difficulties. Marschark et al. (2002) emphasize the significance of communication and collaboration skills, highlighting the necessity for teachers to use innovative techniques to promote effective cooperation and communication.
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3. Challenges in Evaluation: It is tough to identify suitable evaluation methods for students with hearing impairments in a problem-based learning (PBL) setting. According to Creswell & Plano Clark (2017), alternative evaluations such as portfolios or project presentations may be better suited than typical verbally-based assessment approaches.

Surface 1

From the image and the accompanying text, it appears that the study aims to improve the skills of future teachers in gaining a comprehensive understanding of pupils with hearing impairments. This will be achieved by implementing the principles of Pancasila through project-based learning. The mixed-methods research strategy is utilized to collect and assess data, integrating both quantitative and qualitative methods.

The quantitative phase comprises a stratified random sample of individuals desiring to become educators. A questionnaire is employed to evaluate their understanding of children with hearing impairments and the incorporation of Pancasila principles in inclusive education. The data analysis involves the use of descriptive statistics and inferential analysis, such as a t-test, to assess significant differences before and during the project-based learning intervention.

The qualitative step involves conducting in-depth interviews with 20 prospective instructors who demonstrate different levels of understanding and success, as demonstrated by the quantitative results. The purpose of using a semi-structured interview guide is to examine the experiences, viewpoints, and challenges faced by prospective educators when incorporating Pancasila principles into project-based learning for students with hearing impairments. The data analysis employs the content analysis methodology to discern noteworthy themes and patterns that arise from the interview data.

Integrating data from both phases throughout the analysis process allows for a comprehensive comprehension of how Pancasila principles might improve the capabilities of future educators in comprehending and teaching children with hearing impairments through project-based learning. This integration improves the precision and reliability of the research findings.

Effective ways for supporting students with hearing loss include seating them at the front of the lecture theater, utilizing assistive listening equipment, reducing background noise, and giving written information.

1. Processes and requirements for acquiring knowledge: Students who have hearing impairments
may prefer learning methodologies that are visual in nature, require the use of assistive technology, and may experience delays in accessing learning materials. They may also necessitate accommodations such as priority seating, the availability of assistive devices, and modifications for social and emotional requirements.

2. Enhanced Core Curricula and Interventions: The Expanded Core Curriculum offers students with hearing-related challenges comprehensive education in the necessary skills to effectively access the learning environment and equips them for life. It is crucial to provide personalized instruction that considers the specific ways in which students learn and includes these skills in their Individualized Education Program (IEP).

3. The Significance of Education and Assistance: The National Association of State Directors of Special Education highlights the need for instructional assistance to address the distinct requirements of students with hearing impairments. It is crucial for pupils and their families to possess a more comprehensive comprehension of the consequences of their hearing condition.

4. The objective of this holistic strategy is to guarantee equitable educational opportunities and provide essential assistance for kids with hearing impairments to excel academically and socially.

Effects of Hearing Impairment on Student Academic Performance

Challenges in the classroom that were identified:

**Study 1:**

1. Class Size: Teachers face a big issue when dealing with kids with hearing impairments in small class sizes.

2. Curriculum Design: Teachers encounter difficulties in managing the curriculum, which may not be adequately tailored to meet the needs of students with hearing impairments.

3. Teacher-Learner Ratio: Maintaining an optimal class size might be difficult, which can have a negative impact on the educational experience of students who have hearing impairments.

4. The classroom environment and resources exert both direct and indirect effects on the instructors' influence in the classroom.

**Research findings pertaining to students with hearing impairments:**

1. Learning Processes: Students who have hearing loss may encounter challenges such as a restricted vocabulary, a preference for visual learning, and a requirement for assistive technology to actively engage in classroom activities.

2. Hearing loss can result in delays in acquiring educational content, which can lead to feelings of isolation, less engagement in tutorials, and anxiety related to public performance.

3. Optimal Approaches: Facilitating the provision of written materials, enabling students to record lectures, and providing early access to subject-specific jargon can effectively assist students with
Findings from Study 1:

1. Enhanced assistance for teacher training: The pertinent authorities ought to augment their support for the training and retraining of educators who work with students with hearing impairments.

2. Regular curriculum adjustment is essential to consistently meeting the needs of students with hearing impairments.

3. Provision of materials: Teachers should be provided with materials that aid students with disabilities, maternal-reflective method in learning.

4. Incorporating project-based learning in learning.

5. Implementing good student habits that are in accordance with Pancasila.

6. Incorporate project based learning in learning and Pancasila values in daily life.

7. Incorporate sign language skills and adaptive learning media.

8. The ability of prospective teachers in technology that needs to be mastered and integrated in learning for students with hearing impairments.

9. Ability to memorize learning materials.

10. They need to cooperate with all subject teachers and families of students with hearing impairments for optimal learning.

11. Ability to master learning approaches for students with hearing impairments.

12. They need to master sign language so that students with hearing impairments can master and understand the learning process.

13. Teacher candidates need to recognize students with hearing impairments with diverse conditions and environments.

To summarize, the difficulties encountered by educators, coupled with the unique student with hearing impairment:

1. Requirements of students with hearing disabilities. To ensure that they receive an inclusive education, we must meet the specific needs of students with learning disabilities. Several needs that they identified are:

   a. Materials for Instruction that May Be Accessible: To fully absorb learning information, students with learning disabilities may need instructional materials in accessible formats like text, audio files, or visual aids.

   b. Technology Bantuan: Having access to tools such as a dengar machine, a siput house plan, an FM system, or a loop system can significantly increase their ability to participate in class activities.

   c. Visual Communication: Using visual communication techniques, such as sign language translation or text-to-text technology, can help convey information effectively.
d. Optimal Acoustic Learning Environment: A classroom that has a uniform acoustic design and little background interference can enhance students' learning surroundings with reduced distractions.

e. Such actions are limited to a few necessary observations to create an understanding and protective environment for students with learning disabilities.

2. Emphasize the significance of customized assistance. The importance of personalized support

Personalised support for students with hearing impairments is crucial for the following reasons:

a. Personalised Assistance: Every student with a hearing impairment possesses distinct requirements and obstacles. Personalized guidance allows educators to tailor their support to meet the unique needs of each student, ensuring that they receive the most efficient assistance.

b. Optimal Learning Experience: By offering personalized help, educators can establish an atmosphere that responds to the specific learning style and needs of students with hearing impairments. This individualised approach improves the entire learning experience and optimises the students' potential for academic achievement.

c. Recognizing Different Communication Modalities: Tailored support respects the various communication modalities used by students with hearing impairments, including sign language, lip reading, and assistive devices. By understanding and adapting to these distinct communication styles, educators can support efficient engagement and learning.

d. Enhancing Inclusivity: Customised assistance fosters inclusivity by acknowledging and attending to the distinct needs of students with hearing impairments. It fosters a sense of inclusivity and ensures that these students remain part of the educational process.

e. Increased Engagement and Participation: Tailored support encourages students with hearing impairments to actively participate. By customising their instructional approaches and resources to accommodate the unique requirements of each student, educators can foster more engagement and participation from these individuals in classroom endeavours.

f. Customised assistance is crucial for ensuring that children with hearing impairments receive the necessary support to excel in an educational environment. It recognises and respects their unique qualities, fosters a sense of belonging for everyone, and creates a setting where each student can thrive.

3. Collaborative instructional approaches. Collaborative educational approaches require educators, professionals, and students to work together to create an inclusive and supportive learning environment. These approaches seek to utilize the knowledge and skills of different individuals involved to improve the educational experience, specifically for students who have specific needs like hearing impairments. The following are several essential aspects to understand about collaborative instructional approaches:
a. Collaboration between teachers and professionals: When it comes to helping students with hearing impairments, collaborative educational approaches typically involve teachers closely collaborating with professionals in audiology, speech therapy, and special education. This collaboration enables educators to gain crucial insights and ways to better assist kids with hearing impairments.

b. Teaching practices that promote cooperative: Collaborative instructional approaches prioritize the implementation of cooperative teaching strategies that accommodate the demands of students with various requirements. Teachers collaborate to create and execute solutions that cater to the unique needs of students with hearing impairments, guaranteeing their active involvement and participation in the educational process.

c. Collaboration among individuals from different disciplines: Efficient collaborative instructional methods entail the establishment of interdisciplinary teams consisting of educators, specialists, parents, and occasionally the students themselves. This collaboration promotes a comprehensive approach to addressing the academic and social needs of students with hearing impairments.

d. Collaborative educational approaches may also include cooperative professional development workshops where educators and professionals exchange knowledge and gain from each other's expertise. This can lead to the use of cutting-edge pedagogical approaches and the integration of assistive technologies to facilitate the learning process for students with hearing disabilities.

e. Early intervention and support: Collaboration among educators, professionals, and parents can facilitate early identification and intervention for students with hearing impairments. This proactive strategy guarantees that students receive prompt assistance and have the appropriate resources at their disposal to foster their academic and personal growth.

f. Collaborative instructional approaches are crucial for establishing an inclusive educational environment for children with hearing impairments. By encouraging collaboration among many stakeholders, educators can efficiently meet the unique needs of these children and offer them the necessary assistance to succeed in their academic endeavors.

4. Easily available materials to enhance the academic achievement of these students with hearing impairment in the educational setting. Resources for Improving the Academic Performance of Students with Hearing Impairment Helping student with hearing impairments in the educational environment necessitates access to specialized materials and resources that specifically address their distinct learning requirements. Below are a few readily accessible resources that can improve the academic performance of students with hearing impairments:

a. Services for providing captions: Employ captioning services for videos and multimedia presentations to provide students with the ability to access spoken content in written form.
b. Hearing aids and cochlear implants are two types of devices used to assist individuals with hearing loss.

c. Ensure that students have the necessary means to access and use their hearing aids or cochlear implants to optimize their auditory perception in the classroom.

d. Visual aids: Enhance spoken instructions and explanations by incorporating visual aids such as charts, graphs, and pictures.

e. Assistive listening devices: Introduce the use of FM systems or other assistive listening equipment to enhance students' auditory comprehension of the teacher's speech, especially in larger classroom environments.

f. Academic applications and web-based materials for learning: Incorporate specialized educational apps and internet resources tailored for students with hearing impairments to foster interactive and captivating learning experiences.

g. Transcriptions in written form: To ensure that students can access all verbal information in a visual manner, provide written transcripts of audio materials.

h. Tools for communication: Encourage the use of communication aids, such as sign language interpreters or note-taking assistance, to improve communication between educators and learners.

i. Haptic materials: Employ haptic materials and interactive exercises to captivate students through tactile stimulation and physical engagement, offering alternate sensory stimuli for learning.

j. Strategies for Learning through Collaboration: Incorporate cooperative learning methods that foster peer engagement and collective dialogue, enabling students to acquire knowledge from one another through both visual and written means of communication.

k. Resources for increasing professional skills: Gain access to professional development tools specifically designed for teachers to improve their comprehension of effective instructional practices tailored to kids with hearing impairments.

l. By integrating these materials into the educational context, teachers can establish an all-encompassing and encouraging atmosphere that promotes the scholastic success of pupils with hearing impairments.

5. By implementing the suggested solutions and offering sufficient training and resources, the educational experience and performance of students with hearing impairments can be greatly influenced.

CONCLUSION

Implementing project-based learning to apply Pancasila principles has the potential to improve the abilities of prospective educators to develop a thorough understanding of pupils who
have hearing impairments. By integrating these ideas into the educational system and promoting project-based learning, educators can adopt a more comprehensive approach that encompasses diversity, advocates for equality, and enables students with hearing impairments to excel in the classroom. This approach not only provides educators with the essential skills and knowledge but also creates a learning environment that appreciates the distinct abilities and potential of each student. This contributes to an improved and supportive educational setting and enhances the future capacity of students with hearing loss to address the demands and requirements of Industry 5.0.

By implementing these suggestions, upcoming educators can enhance their readiness to comprehend and assist students with hearing impairments, cultivate a more cooperative and pleasurable learning atmosphere, and demonstrate empathy towards students with hearing impairments in alignment with the principles of Pancasila. Project-based learning enhances the creativity of prospective instructors in designing learning scenarios for children with hearing impairments. Prospective teachers possess a greater ability to comprehend the process of learning for pupils with hearing impairments. Additionally, they can study the pedagogical, social, and professional skills of potential educators.

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