

# THE INFLUENCE OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT ON STUDENTS' INDEPENDENT CHARACTER

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**Abstract.** The Pancasila Student Profile Strengthening Project (P5) is an interdisciplinary learning in observing environmental problems and finding solutions to strengthen the Pancasila Student Profile skills, one of the Pancasila Student Profile skills is independence. So the purpose of this study is to determine whether the P5 work theme can affect students' independent character. The study was conducted using a quantitative approach. Data were analyzed using the T-Test with simple random sampling conducted at SMK Negeri 1 Ngawi. A questionnaire was used for data collection and distribution to respondents. The X variable indicators include faith, devotion to God Almighty, and noble character, global diversity, cooperation, independence, critical thinking, and creativity. The Y variable indicators consist of self-efficacy and self-regulation. The positive and significant influence between the P5 work themes students' independent character at SMK Negeri 1 Ngawi was 69.2% based on the results of the determination coefficient test. The results showed that the Pancasila Student Profile Strengthening Project with the work theme carried out effectively can affect students' independent character.

**Keywords:** *project activities, strengthening the profile, Pancasila students, P5, character, independent*

## Introduction

The implementation of vocational education in the form of school units is prepared to support students' knowledge and skills so that they become middle-level workers who are educated, skilled, professional, and able to increase their potential in line with advances in science and technology (Murniati and Usman, 2021). In Article 15 Law Number 20 of 2003 concerning the National Education System regulates that vocational education is secondary education that prepares students primarily to work in certain fields. Thus, Vocational School or Sekolah Menengah Kejuruan (SMK) is an educational institution that focuses on providing practical skills and knowledge for specific industries or professions. The facts show that vocational school graduates contribute the highest to unemployment in Indonesia compared to other levels of education. This is proven by data from the Central Statistics Agency in February 2023. Vocational Schools dominate the Open Unemployment Rate in Indonesia at 9.60% (Putri, 2023). The high unemployment rate among vocational school graduates suggest that their interest in entrepreneurship is not yet optimal, and therefore, their reliance on labor demand is very high (Prianto et al., 2021). The majority of vocational school graduates prefer to continue their studies at university due to the low absorption rate in the world of work (Murniati and Usman, 2021). The high unemployment rate among vocational school graduates suggests that their competitiveness in the job market is still inadequate. Even though Vocational Schools are designed to prepare graduates who can immediately enter the world of work. In fact, the competitiveness of vocational school graduates in the world of work is still not satisfactory. At SMK Negeri 1 Ngawi there

are still many students who are still confused and have not been able to determine their plans after graduating from SMK, some graduates also feel uncomfortable at work.

To reduce the number of unemployed, especially in vocational schools, it is necessary to fulfill the basic needs that students must have as provisions for the world of work. In general, there are three important things that companies want from prospective workers, namely skills, knowledge, and attitude (Khurniawan and Erda, 2019). Character development in the Merdeka Curriculum is currently adapted to the profile of Pancasila students. The Pancasila student profile is implemented through intracurricular (face-to-face) learning and co-curricular learning. Co-curricular learning is carried out on a project basis to develop the character profile of Pancasila students and soft skills (Ulandari and Rapita, 2023). This co-curricular learning is usually called the Pancasila Student Profile Strengthening Project (P5). Work is a mandatory theme specifically for the SMK/MAK level in implementing the Pancasila Student Profile Strengthening Project (P5). Students form an understanding of employment, job opportunities, and work readiness to improve capabilities by their skills and refer to the latest needs of the world of work. In the project, students will also hone their awareness of attitudes and behavior by the standards required in the world of work (Satria et al., 2022). One of the characteristics needed by students to be able to be responsible for themselves and others is an independent character so that they are ready to work and can socialize well in the future.

Researchers suggest that the project influences strengthening the independent character of Pancasila students. Therefore, researchers conducted research to find out the influence of P5 work themes on independent character. This research was located at SMK Negeri 1 Ngawi, which is one of the vocational high schools with state status in Ngawi Regency which was selected to be one of the Center of Excellence Vocational Schools. One of the P5 activities in the Employment theme carried out at SMK Negeri 1 Ngawi is the Cadet Program, which is expected to shape students' character to be better and more prepared to enter the world of work.

### ***Literature review***

The Merdeka Curriculum includes three learning activities, namely intracurricular, co-curricular, and extracurricular learning. Intracurricular learning is a learning activity that is carried out in a differentiated manner so that students have enough time to explore concepts and strengthen competencies. Meanwhile, co-curricular learning, in the form of a project to strengthen the Pancasila Student Profile, has the principle of interdisciplinary learning oriented towards character development and general competence. The last one is extracurricular learning which is carried out by student interests and educational unit resources. According to Permendikbudristek no. 56/M/2022 The Pancasila Student Profile Strengthening Project (P5) is a project-based co-teaching activity that aims to strengthen efforts, competencies, and character by Pancasila as compiled by the Competency Standards for Outstanding Student Profile Graduates. The implementation of P5 is carried out flexibly in terms of time, activities, and content, and is designed separately from intracurricular activities. So that activities, content, and objectives do not have to be related to the material and objectives of intracurricular lessons. In designing and implementing P5, educational units are allowed to involve the community and the world of work (Satria et al., 2022).

In the Regulation of the Minister of Education and Culture, Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global

competence and behave by Pancasila values, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, cooperation, independent, critical reasoning, and creative. The Ministry of Education and Culture has determined these six main characteristics as the six dimensions of the Pancasila student profile. The Pancasila Student Profile Strengthening Project (P5) is interdisciplinary learning in observing environmental problems and finding solutions to strengthen Pancasila Student Profile skills (Rossa et al., 2023). The Pancasila Student Profile Strengthening Project is one of the means of realizing the Pancasila Student Profile, helping participant's students to gain experience as a process of strengthening character as well as having the opportunity to learn from the surrounding environment (Satria et al., 2022). Work is a theme that is intended as a mandatory theme specifically for the SMK/MAK level (Kementerian Pendidikan dan Kebudayaan Indonesia, 2020). Students connect the various knowledge they have understood with real experiences in daily life and the world of work. Students form an understanding of employment, job opportunities, and work readiness to improve capabilities by their skills, referring to the needs of the current world of work. In the project, students will also hone their awareness of attitudes and behavior by the standards required in the world of work. ("Tema Proyek Berdasarkan Jenjang," 2024) With P5, students are expected to be able to contribute and participate in changes that occur around them so that they can carry out real action in answering existing problems according to their needs and learning stages, as well as being the maximum means of supporting students to become lifelong learners with character and competence and behave according to Pancasila values (Satria et al., 2022).

One of the ideal characteristics that Indonesians have and should emulate is being independent. Musbikin defines independence as the state of a person who tries to stand alone in the sense of not depending on other people in decisions and can carry out life tasks with full responsibility (Musbikin, 2021). Independence is one of the dimensions in the Pancasila Student Profile. Indonesian students are independent students, namely students who are responsible for the process and results of their learning. The key elements of independence consist of understanding yourself and the situations you face, as well as self-regulation (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia, 2022).

### ***Conceptual framework and research design***

This tool is built based on six categories: (1) faith, devotion to God Almighty, and noble character, (2) global diversity, (3) working together, (4) independence, (5) critical reasoning, and (6) creativity which is the dimension of P5 as independent variables. Meanwhile, the dependent variable is an independent character with elements of self-efficacy and self-regulation which are depicted in *Figure 1*. Meanwhile, the research design prepared to solve the problems in the research is depicted in *Table 1*.

***Table 1. Research design.***

Problem	Data collection	Data analysis
Occupational anomalies of vocational school students	Questionnaire for students and documentation	Validity test Reliability test Normality test Linearity test Coefficient of determination test T-test

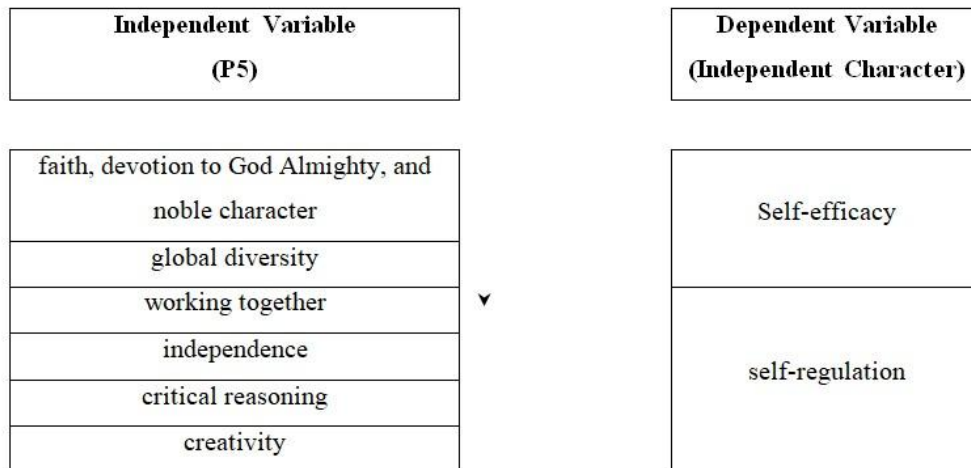


Figure 1. Conceptual framework.

## Materials and Methods

The approach used in this research is a quantitative research approach with a type of field research. This approach does not require manipulation or intervention on the part of the researcher other than providing the instruments necessary to collect the desired data. Researchers applied two data collection techniques, namely questionnaires distributed to respondents and documentation to complete the data (Table 2).

Table 2. Research questionnaire grid.

Variable	Indicator	Number of questions
P5 Work Theme	faith, devotion to God Almighty, and noble character	5
	global diversity	4
	working together	3
	independence	2
	critical reasoning	3
	creativity	3
Independent Character	Efikasi Diri (Self-Efficacy)	3
	Regulasi Diri (Self Regulation)	10

## Results and Discussion

Before collecting data through a questionnaire, the researcher conducted a trial of the research questionnaire in the field to determine the validity and reliability of the questionnaire. In calculating validity and reliability, the SPSS program was used. Based on the calculation results, 20 P5 statements on the work theme were valid and had a reliability test result of 0,891. Based on Table 3, it can be seen that Cronbach's Alpha value is 0.891 which is greater than 0.60, so that the 20 statements to be able to measure the P5 work theme are declared reliable. The results of the calculation of 13 statements regarding students' independent character were declared valid and had a reliability test result of 0.849 which was greater than 0.60, so that these 13 statements could measure students' independent character and were declared reliable (Table 3). After knowing the validity and reliability, the researcher tested the analysis requirements (classical assumptions). The classical assumption test is a statistical requirement that must be met in multiple linear regression analysis based on ordinary least squares (OLS). OLS is a linear regression model with a least squares calculation method.(Duli, 2019) The first test carried out was the P5 normality test for the work theme of students' independent

character. *Table 4* shows a significance value of 0,091 which is greater than 0,05 ( $0,091 > 0,05$ ), so it can be stated that the residual value is normally distributed. The second test carried out was the P5 linearity test of the work theme on students' independent character. Based on the *Table 5*, the results of the linearity test can be seen that the significance value is 0,297, which is greater than 0,05 ( $0,297 > 0,05$ ), so the linearity assumption is fulfilled and it can be stated that the P5 variable for the work theme and independent character has a significant linear relationship. Next, a simple linear regression test was carried out to describe the relationship between one independent variable and one dependent variable.

**Table 3.** *The reliability test results.*

Category	Cronbach Alpha	N of items
P5 work theme	.891	20
Independent character	.849	13

**Table 4.** *Normality test results.*

Category	Unstandardized residual
N	47
Normal Parameters	
Mean	0.0000000
Std. Deviation	3.32200551
Most Extreme Differences	
Absolute	.119
Positive	.072
Negative	-.119
Test Statistic	.119
Asymp. Sig. (2-tailed)	.091 <sup>c</sup>

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

**Table 5.** *Linearity test results.*

Source	Sum of square	df	Mean square	f	Sig.
Karakter Mandiri * X1					
Between Groups (Combined)	1552.915	38	40.866	3.370	.037
Linearity	896.470	1	896.470	73.936	.000
Deviation from Linearity	656.445	37	17.742	1.463	.297
Within Groups	97.000	8	12.125	-	-
Total	1649.915	46	-	-	-

The *Table 6* shows that the R Square value is 0.692. This value means that the influence of the P5 work theme on students' independent character is 69.2%, while 30.8% of students' independent character is influenced by other variables that were not studied. Then a T-test was carried out to determine the partial influence of the independent variable on the dependent variable. Influence in this case means real or significant. The *Table 7* is the result of the T-Test which shows a significance result of 0,000 with a t value of 10,063. This value is then compared with the T-table value with  $df = N - 2 = 47 - 2 = 45$  at a significance level of 5%, namely 1,679. This shows that T-count is greater than T-table, so the alternative hypothesis ( $H_a$ ) is accepted. Apart from that, the significance value shows  $0,000 < 0,05$ , which means that there is a significant influence between P5 of the work theme on the independent character of students in first grade at SMK Negeri 1 Ngawi. The results of the analysis have explained that the Pancasila Student Profile Strengthening Project (P5) work theme influences

independent character. As previously explained, P5 is interdisciplinary learning to strengthen the skills of the Pancasila Student Profile (Rossa et al., 2023) a means of realizing the Pancasila Student profile, and as a process of strengthening character (Satria et al., 2022). Santrock also believes that three factors can influence independent character, namely environment, parenting style, and education (Santrock, 2003). Efforts to strengthen the independent dimension which has elements of self-understanding and the situations faced, as well as self-regulation through various projects carried out, it can influence students' independent character. Various projects also influence and develop self-efficacy which has three main forms, namely level, strength, and generality. Additionally, existing projects can also influence standard and goal setting, self-observation, self-reaction, and self-reflection.

**Table 6.** Coefficient of determination test results.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832 <sup>a</sup>	.692	.685	3.359

Note: a. Predictors: (Constant), P5 Tema Kebekerjaan.

**Table 7.** T-test results.

Model		Unstandardized coefficient		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.436	4.657	-	2.026	.049
	P5 Tema Kebekerjaan	.538	.053	.832	10.063	.000

Note: a. Dependent Variable: Karakter Mandiri.

## Conclusion

This study is intended to determine how much influence the Pancasila student profile strengthening project on the theme of work has on the independent character of 10th grade students at SMK Negeri 1 Ngawi, based on the analysis of the data obtained, the following conclusions can be drawn: Based on the results of the determination coefficient test, there is a positive and significant influence between P5 on the theme of work on the independent character of 10th grade students at SMK Negeri 1 Ngawi of 69.2%. The results of the T-test P5 on the theme of work on the independent character of 10th grade students at SMK Negeri 1 Ngawi showed a significance result of 0.000 with a t-count value of 10.063. This value is then compared with the t-table value with  $df = N - 2 = 47 - 2 = 45$  at a significance level of 5%, which is 1.679. This shows that the t-count is greater than the t-table, so  $H_a$  is accepted. In addition, the significance value shows  $0.000 < 0.05$ , which means that there is a significant influence between P5 work themes on the independent character of grade 10 students at SMK Negeri 1 Ngawi.

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## Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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