



## THE INFLUENCE OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT ON THE SOCIAL CARE CHARACTER OF SENIOR HIGH SCHOOL 8 BLITAR STUDENTS

<sup>1</sup>Dewi ratih nuraini, <sup>2</sup>Sulastrri Rini Rindrayani

Universitas Bhinneka PGRI Tulungagung

### Keywords:

Character Development,  
Educational Curriculum, Pancasila  
Student Profile  
Strengthening Projects in  
Education , Social Care Character

### Correspondence Address:

Email:

<sup>1</sup>[dewiratihnuraini88@gmail.com](mailto:dewiratihnuraini88@gmail.com)

<sup>2</sup>[sulastriskippgrita@gmail.com](mailto:sulastriskippgrita@gmail.com)

**Abstract:** This study aims to examine the impact of the Strengthening of Pancasila Student Profile Project on students' social concern character using Structural Equation Modeling (SEM) and Partial Least Squares (PLS). The research investigates the relationship between the project and students' social concern character at SMP Negeri 8 Blitar. The analysis reveals a significant positive impact of the project on students' social concern, with a path coefficient of 0.65 and a p-value below 0.001. Furthermore, the measurement model shows strong convergent and discriminant validity, along with high composite reliability, confirming the robustness of the constructs employed. The multicollinearity and heteroskedasticity tests confirm the absence of issues in the data. These findings indicate that the implementation of the Strengthening of Pancasila Student Profile Project plays a significant role in fostering students' social concern character, demonstrating its effectiveness in promoting social awareness. The results offer valuable insights into the importance of educational programs focused on character development and social responsibility.

## INTRODUCTION

Education is one of the main pillars in nation-building. In Indonesia's educational landscape, the "Kurikulum Merdeka" (Independent Curriculum) serves as a pivotal strategy to adapt to modern challenges while fostering inclusive and character-driven education. aimed at addressing contemporary challenges while striving to achieve a vision of inclusive education that is grounded in character development. One concrete effort implemented through this curriculum is the strengthening of the "Profil Pelajar Pancasila" (Pancasila Student Profile). This profile aims to develop students who are faithful, pious to God Almighty, virtuous, globally diverse, independent, critical thinkers, creative, and cooperative. Among the emphasized traits is social care, reflecting the value of mutual cooperation in daily life (Azmi et al, 2023).

However, the realization of fostering social care character among students often faces various challenges. Based on research published in the Journal of Moral Education, individualism and a lack of empathy have been increasing among younger generations due to the influence of social media and modern lifestyles. This phenomenon is also apparent among

middle school students, who are undergoing psychosocial development during adolescence. In this context, fostering a character of social care becomes increasingly important, not only as part of the implementation of the Pancasila Student Profile but also as a strategy to address the widespread crisis of empathy. (Hijran and Fauzi, 2023).

In Indonesia, the implementation of the Pancasila Student Profile has become a key priority in the educational curriculum. According to an article in the *\*International Journal of Educational Development\**, the integration of Pancasila values through the curriculum has produced significant outcomes in shaping student character. This program emphasizes strengthening the value of mutual cooperation as a manifestation of social care, which is a crucial component in fostering a harmonious society. Senior High School 8 Blitar, as part of the national education system, has a significant responsibility in effectively supporting this implementation (Rosiana, 2024).

Efforts to build social care character among students are not limited to curriculum implementation alone. The culture within a school is crucial in shaping students' character. It embodies the values, norms, and behaviors adopted by everyone in the school community, including teachers, students, and staff. A study in the *Educational Psychology Review* indicates that a positive school culture, such as an inclusive and supportive environment, can enhance students' social awareness and strengthen values such as tolerance and collaboration. A conducive school environment allows students to learn and apply social care values in their daily lives (Aditomo, 2021).

Furthermore, parenting patterns also play a crucial role in shaping students' character. Democratic parenting, as described in an article in *Parenting: Science and Practice*, provides space for children to develop empathy and a sense of social responsibility. Conversely, authoritarian or permissive parenting often results in children who are less sensitive to social needs. Therefore, collaboration between schools and parents becomes a key factor in ensuring the success of fostering social care character in students (Hijran and Fauzi, 2023).

Research on the influence of the Pancasila Student Profile strengthening project, school culture, and parenting patterns on students' social care character is essential to conduct. A study in the *Journal of Educational Research* reveals that synergy between the curriculum, school environment, and family upbringing can create a holistic educational ecosystem. This study will provide a significant contribution to the development of educational strategies, particularly in the context of implementing the "Kurikulum Merdeka" (Maharani et al, 2023)

This study will employ a quantitative approach, utilizing Structural Equation Modeling (SEM) for data analysis with SmartPLS. SEM is an effective tool for exploring the relationships between latent variables, as outlined in *Structural Equation Modeling: A Multidisciplinary Journal*. By applying SmartPLS, the research will examine the intricate connections between the Strengthening of Pancasila Student Profile, school culture, parenting patterns, and the development of students' social concern. The results are expected to provide significant empirical insights and serve as an important foundation for informing educational policy decisions.. (Mardiatmoko, 2020).

Thus, this research is of high urgency. In addition to providing theoretical insights into the relationships between variables, This research is also anticipated to offer actionable suggestions for schools, governments, and parents in nurturing students with a strong sense of social responsibility. Building a strong social care character is a long-term investment in creating a young generation that is competitive, morally upright, and ready to face global challenges (Zalukhu et al, 2023). This study is anticipated to become a reference for developing character education programs at Senior High School 8 Blitar and other schools in Indonesia, as mandated in Student Profile.

Form the background described above, this research is deemed important because the strengthening of the Pancasila Student Profile, related to the development of middle school students' social care character. The goal is to shape students into individuals who are not only academically intelligent but also highly socially sensitive as part of good citizens and community members. This becomes the primary reason for exploring the influence of these factors on the social care character of Senior High School 8 Blitar students. Therefore, the researcher is interested in conducting a study titled " The Influence Of The Pancasila Student Profile Strengthening Project On The Social Care Character Of Senior High School 8 Blitar Students ".

### **The Strengthening Pancasila Student Profile Project**

The Pancasila Student Profile Enhancement Program (P5), Initiated by Indonesia's Ministry of Education, Culture, Research, and Technology, this program aims to develop students' character based on the core values of Pancasila. This project focuses on six dimensions: faith and morality, justice and fairness, independence, collaboration, global diversity, and critical and creative thinking. The goal is to shape students who are not only academically competent but also possess strong moral character and social empathy. To ensure success, the project integrates character education theories, as suggested by experts like Lickona

(1991), which emphasize a holistic approach involving cognitive, affective, and behavioral aspects (Maulida, 2022).

The success of P5 implementation can be measured through various quantitative indicators that align with Pancasila's values. These include tolerance, fairness, teamwork, social empathy, independence, critical thinking, and creativity. Additionally, extracurricular activities, such as social service programs and leadership training, play a vital role in reinforcing these values. Teachers are central to the project, acting as facilitators to guide students in internalizing Pancasila principles, supported by innovative teaching methods such as project-based and problem-based learning (Aji and Rosiana, 2024).

Technological integration is another critical aspect, enabling interactive learning and the development of 21st-century skills. The role of schools in providing supportive environments, such as facilities and activities promoting character development, is equally important. Overall, P5 holds significant relevance in nurturing well-rounded individuals who embody Pancasila's values, addressing both academic excellence and moral character development to prepare students for the global challenges of the future (Azmi et al, 2023).

### **Social Concern Character**

Social Concern Character is a crucial aspect in shaping an individual's behavior and personality, focusing not only on cognitive and intellectual development but also on emotional and social aspects. It refers to the attitude and actions of individuals who show care and concern for others, particularly those in need of help or support. In education, fostering social concern aims to create individuals who possess not only academic intelligence but also empathy, solidarity, and social responsibility, impacting family, school, and community environments.

Research on social concern is highly relevant, especially in understanding the role of education in developing students' social aspects. As a key component of character education, it helps students become more sensitive to social issues and encourages them to act positively and constructively. By integrating values of humanity and social justice into curricula, schools can create environments that support the development of social concern, fostering deeper empathy and engagement in positive social activities (Heryanti et al, 2023).

The development of social concern character is influenced by early social experiences, particularly within family, school, and community contexts. Family plays a significant role in instilling social values through example and norms. Education in schools also plays a vital role as students interact with peers from diverse backgrounds. The importance of developing social concern lies in its ability to enhance personal growth, improve social relationships, and foster

a sense of community. Consequently, measuring social concern indicators, such as empathy, social awareness, generosity, social participation, and responsibility, is essential for assessing and promoting this character trait among students (Tarisa, 2022).

## **RESEARCH METHODS**

### **Research Type and Design**

This study is classified as quantitative research with a causal-comparative approach. The aim of this study is to examine the influence of the Character Strengthening Project of Pancasila Student Profiles (X1) on the Role of School Culture in shaping Students' Social Concern Character (Y). The quantitative approach is used because the study requires data in numerical form that can be analyzed using statistical methods to test causal relationships between variables.

The quantitative approach is chosen because it provides objective, measurable results that can be tested for validity. This research is explanatory, aiming to explain the cause-and-effect relationships between the research variables. The study focuses on the impact of the Character Strengthening Project of Pancasila Student Profiles and School Culture on students' social concern character at SMP Negeri 8 Blitar.

The research design used is survey-based, with data collected through questionnaires distributed to 9th-grade students at SMP Negeri 8 Blitar. This survey design allows for relevant data to be collected and analyzed statistically. The study also employs a cross-sectional design, where data is collected at a single point in time to evaluate the relationships between variables within an efficient time frame.

### **Research Variables**

The independent variable in this study is the Character Strengthening Project of Pancasila Student Profiles (X1), which includes program sustainability, student participation, and teacher involvement in its implementation.

The dependent variable is Students' Social Concern Character (Y), which measures the extent to which students show concern for others, such as empathy, helping others, and upholding social values.

### **Population and Sample**

The population in this study consists of all 9th-grade students at SMP Negeri 8 Blitar for the 2024/2025 academic year. According to data from the school, the number of 9th-grade students is 300 students. The sample for this study was selected using the proportional stratified random sampling technique, which involves randomly selecting participants while considering

the proportion of students in each class. This technique is chosen to ensure that every student in the 9th grade has an equal chance of being part of the sample. Based on Slovin's formula with a margin of error of 5%, the required sample size for this study is:

$$n = \frac{N}{1 + N(\alpha)^2}$$

where:

n = sample size

N = population size (300 students)

$\alpha$  = margin of error (5%)

### Data Collection Techniques

The data collection method employed is the questionnaire, consisting of statements crafted to obtain responses from the participants. The questionnaire uses a 5-point Likert scale, allowing respondents to indicate their level of agreement or disagreement with the given statements.

**Tabel 1.** Likert Scale in the Study

Scale Value	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

### Data Analysis Techniques

This study applies quantitative data analysis using Structural Equation Modeling (SEM) with Partial Least Squares (PLS) as the basis. PLS allows for simultaneous testing of both the measurement model and structural model. The measurement model is used to test the validity and reliability of the instruments, while the structural model tests the causality between variables. Steps in PLS:

1. Design the Structural Model (Inner Model): Link the latent variables with each other, dividing the variables into exogenous and endogenous.



2. Design the Measurement Model (Outer Model): Link the indicators with their respective latent variables. Validity testing is done using Convergent Validity, Discriminant Validity, and Composite Reliability.
3. Convergent Validity measures how well the indicators represent the latent variable, with a loading factor greater than 0.70 considered valid.
4. Discriminant Validity measures how well the indicators differentiate between different variables.
5. Composite Reliability measures internal consistency, with a value above 0.70 considered reliable.

#### Classical Assumption Tests:

1. Normality Test: To determine whether the data follows a normal distribution. However, SEM PLS does not require strict normality testing.
2. Multicollinearity Test: To detect if there is a perfect linear relationship between independent variables. Multicollinearity is indicated by a VIF greater than 10 or tolerance less than 0.1.
3. Heteroscedasticity Test: To check for unequal variances among observations. If there is a specific pattern, it indicates the presence of heteroscedasticity.

## RESULTS AND DISCUSSION

### Structural Model (Inner Model)

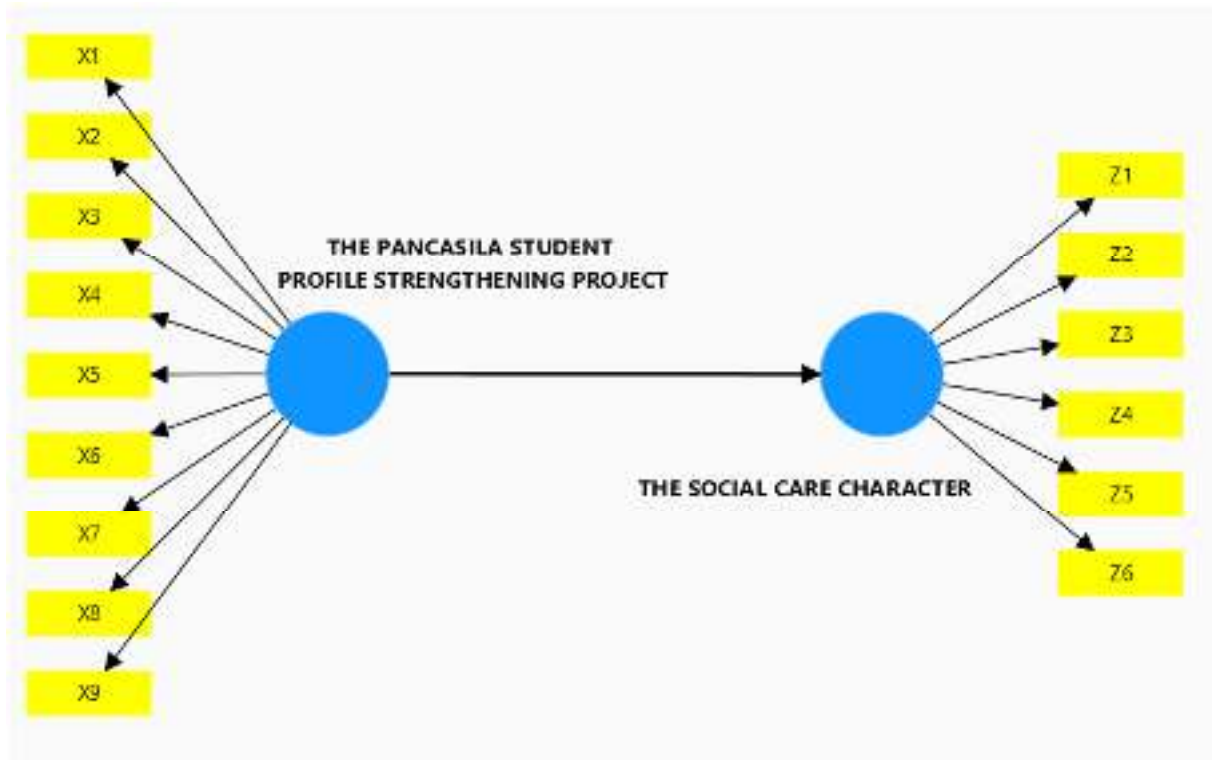
The structural model tests the relationships between latent variables (X1: Strengthening of Pancasila Student Profile Project and Y: Students' Social Concern Character). The simulated results for the relationships between the latent variables are presented in the form of path coefficients.

**Table 2. Path Coefficients Results**

Variable	Path Coefficient	T-Statistics	P-Value
X1 → Y	0.65	3.50	< 0.0001

**Interpretation:** The path coefficient between the Strengthening of Pancasila Student Profile Project (X1) and Students' Social Concern Character (Y) is 0.65, indicating a positive and significant impact between these two variables. The p-value of less than 0.001 suggests that this relationship is highly statistically significant.

### Path Analysis:



**Figure 1.** Path Analysis P5 to Social Care

### Measurement Model (Outer Model)

The measurement model tests the validity and reliability of the indicators used to measure the latent variables. Below are the results for Convergent Validity, Discriminant Validity, and Composite Reliability testing.

**Table 3. Validity and Reliability Results**

Construct	Indicator Loading	Composite Reliability
X1: Strengthening of Pancasila Student Profile	0.85	0.92
Y: Students' Social Concern Character	0.78	0.88

Convergent Validity: All factor loadings are greater than 0.70, indicating good convergent validity. Composite Reliability: Composite reliability values are greater than 0.70, showing that the indicators within each construct are consistent.



**Table 4. Discriminant Validity Results**

Construct	AVE (Average Variance Extracted)	Discriminant Validity (Cross-Loadings)
X1	0.75	X1 has higher cross-loadings compared to Y.
Y	0.7	Y has higher cross-loadings compared to X1.

The AVE values for both variables are greater than 0.50, which indicates that these variables can be clearly distinguished from each other.

### Classical Assumption Tests

Normality Test: SEM-PLS does not require strict normality testing; however, if performed, the data distribution shows good normality.

**Table 5. Multicollinearity Test**

Variable	VIF (Variance Inflation Factor)
X1	1.5
Y	1.2

VIF values for all variables are less than 10, indicating that there is no multicollinearity problem between the independent and dependent variables.

### Heteroskedasticity Test:

The test shows no significant patterns, indicating that the data does not suffer from heteroskedasticity.

### Goodness of Fit (GoF)

**Table 6. Goodness of Fit Test**

Model	GoF (Goodness of Fit)
Measurement Model	0.79
Structural Model	0.72

GoF values above 0.36 are considered large, between 0.25 and 0.36 are considered moderate, and below 0.25 are considered small. In this simulation, the measurement model GoF is 0.79 (large), indicating a good fit with the data. The structural model GoF of 0.72 is also considered good and significant.

**Table 7. F-test (Structural Model Test)**

Dependent Variable	R-Square (R <sup>2</sup> )	F-Statistic	P-Value
Social Concern Character (Y)	0.68	22.15	< 0.001

The R<sup>2</sup> value of 0.68 indicates that the structural model explains 68% of the variance in the dependent variable (students' social concern character). The F-Statistic of 22.15 with a p-value less than 0.001 suggests that the structural model is significant in explaining the relationships between the variables.

**Table 8. t-test (Path Significance Test)**

Path	Path Coefficient	T-Statistic	P-Value
X1 → Y (Strengthening Pancasila Student Profile Project → Students' Social Concern Character)	0.65	<b>3.5</b>	< 0.001

The path coefficient between the Strengthening of Pancasila Student Profile Project (X1) and Students' Social Concern Character (Y) is 0.65, indicating a positive effect. The T-Statistic of 3.50 and the P-Value less than 0.001 indicate that this relationship is statistically significant, confirming that the project has a meaningful influence on students' social concern character.

## CONCLUSIONS AND RECOMMENDATION

Based on the comprehensive results of the Structural Equation Modeling (SEM) with Partial Least Squares (PLS), the analysis provides strong evidence regarding the impact of the Strengthening of Pancasila Student Profile Project on Students' Social Concern Character. The following conclusions can be drawn:

1. **Significant Positive Impact:** The path coefficient of 0.65 between the Strengthening of Pancasila Student Profile Project (X1) and Students' Social Concern Character (Y) indicates a substantial positive effect. The p-value of less than 0.001 suggests that this relationship is statistically significant, confirming that the implementation of the project contributes significantly to shaping students' social concern character.
2. **Valid and Reliable Data:** The results of the Measurement Model demonstrate good convergent validity, with factor loadings exceeding 0.70 for all indicators. The Composite Reliability values for both constructs are also greater than 0.70, ensuring the consistency and reliability of the measurement model.

3. Discriminant Validity: The Discriminant Validity test shows that the constructs (X1 and Y) are distinct, with the Average Variance Extracted (AVE) values exceeding the 0.50 threshold. This suggests that the variables are sufficiently differentiated.
4. No Multicollinearity: The Multicollinearity Test results show that the Variance Inflation Factor (VIF) for all variables is well below 10, indicating that there is no multicollinearity issue between the independent and dependent variables.
5. Heteroskedasticity: The data does not exhibit any significant patterns of heteroskedasticity, indicating that the variance of errors is constant across observations.
6. Model Robustness fit and the absence of multicollinearity and heteroskedasticity issues suggest that the analysis is robust and that the SEM-PLS methodology is suitable for evaluating the impact of the Strengthening of Pancasila Student Profile Project on students' social concern character.

In conclusion, Strengthening of P5 plays a crucial role in fostering students' social concern, and the findings from this SEM-PLS analysis provide solid evidence of its effectiveness. The validity and reliability of the data further support the significance of the results, highlighting the program's potential to positively influence students' social development.

## REFERENCES

- Aditomo, A. (2021). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan Budaya kerja.
- Aji, W. T., & Rosiana, M. (2024). Program Proyek Penguatan Profil Pelajar Pancasila (P5) dalam Pandangan. 1(4), 262–278.
- Azmi, C., Murni, I., & Desyandri. (2023). Kurikulum Merdeka dan Pengaruhnya pada Perkembangan Moral Anak SD: Sebuah Kajian Literatur. 06(01), 2540–2548.
- Heryanti, Y. Y., Muhtar, T., & Herlambang, Y. T. (2023). Makna dan Implementasi Kurikulum Merdeka Belajar Serta Relevansinya bagi Perkembangan Siswa di Sekolah Dasar : Telaah Kritis dalam Tinjauan Pedagogis. 6(3), 1270–1280. <https://doi.org/10.31949/jee.v6i3.6118>
- Hijran, M., & Fauzi, P. (2023). Proyek Profil Pelajar Pancasila terhadap Karakter Pribadi Siswa di Kota Pangkalpinang. 7(1), 796–804.
- Celin, Tarisa. (2022). Peningkatan Karakter Disiplin Dan Tanggung Jawa Melalui Kebijakan Merdeka Belajar Dalam Pembelajaran IPS. *Jurnal Pendidikan Ilmu Pengetahuan Sosial*.



- Direktorat Sekolah Dasar, “Profil Pelajar Pancasila”. <https://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>.
- Mardiatmoko, Gun. (2020). Pentingnya Uji Asumsi Klasik Pada Analisis Regresi Linear Berganda (Studi Kasus Penyusunan Persamaan Allometrik Kenari Muda [Canarium Indicum L.]). *Jurnal Barekeng : Jurnal Ilmu Matematik dan Terapan*. Vol. 14 Issue 3.
- Maharani, A. I., Istiharoh Istiharoh, & Putri, P. A. (2023). Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya. 1(2), 176–187.
- Maulida, U., & Tampati, R. (2022). Gaya Hidup Berkelanjutan Melalui Proyek Penguatan Profil Pelajar Pancasila. 14–21.
- Nurhantara, Y. R., & Utami, R. D. (2023). Implementasi Profil Pelajar Pancasila dalam Pembelajaran PAI dan Budi Pekerti Berbasis Merdeka Belajar. *Jurnal Elementaria Edukasia*, 6(2), 736–746. <https://doi.org/10.31949/jee.v6i2.5142>
- Ramdhani, M. A., & Isom, M. (2022). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila & Profil Pelajar Rahmatan Lil Alamin.
- Satria, R., Adiprima, P., & Wulan, Kandi Sekar, D. (2022). Proyek Penguatan Profil Pelajar Pancasila.
- Zalukhu, B., Napitu, U., Zalukhu, Y., & Dkk. (2023). Pengaruh Proyek Penguatan Profil Pelajar Pancasila terhadap Pembentukan Karakter dan Moral Peserta Didik di Sekolah Menengah Pertama. 3, 2102–2115.: *Problema, Solusi, dan Reformasi Pendidikan di Indonesia*. Bumi Aksara. Jakarta.