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# THE INFLUENCE OF THE PROJECT ON STRENGTHENING PANCASILA STUDENT PROFILES, THE ROLE OF SCHOOL CULTURE, AND PARENTAL PARENTING ON THE CHARACTER OF SOCIAL CARE

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**ABSTRACT**

Social care is a crucial dimension in the development of the Pancasila Student Profile (P5) and is a focus for strengthening character education at the junior high school level. This study aims to analyze the influence of the P5 Project, school culture, and parental care practices on the social care character of ninth-grade students at SMPN 8 Blitar. The quantitative approach used was a survey method, and data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS software. The study sample consisted of 156 students selected using proportional stratified random sampling from a total population of 256 students. The results showed that the P5 Project and parental care practices had a positive and significant effect on students' social care character ($p < 0.05$). Conversely, school culture did not show a significant effect ($p > 0.05$). The structural model was found to be in good agreement with the SRMR value of 0.070 and NFI of 0.835. These findings emphasize the importance of synergy between the P5 program, the role of families through democratic parenting, and school culture in developing a socially responsible character. The study concludes that strengthening students' socially responsible character requires a collaborative approach between schools, families, and national policies based on Pancasila values. This study recommends increased parental involvement and school consistency in internalizing social values through project-based learning.

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## INTRODUCTION

Social care character is an important part of the character dimension of the Pancasila Student Profile (P5) which is the main concern in character education in schools. In the midst of global challenges such as social crises, low empathy, and increasing individualism, character education is the main foundation in shaping a socially conscious generation. According to Aji and Rosiana (2024), value-based education such as P5 can encourage students to behave prosocially and have concern for others.

In this context, various previous studies have shown that project-based learning based on Pancasila values is effective in shaping students' character (Hidayati, 2023; Maharani, 2023). In addition, school culture and parenting style are also cited as important factors that shape children's character (Schein, 2010; Husni, 2023). However, the findings are not entirely consistent. Several studies show that even if school culture is formed, its influence on the social character of students is not necessarily significant without consistent reinforcement of values (Ana et al., 2024).

The main novelty of this study lies in its holistic approach, namely by simultaneously examining the influence of three key factors. The Pancasila Student Profile Strengthening Project (P5), school culture, and parental parenting style on the formation of students' social care character. In contrast to previous studies that tended to examine each factor separately, this study presents an integrative perspective that highlights the importance of synergy between national policies (P5), the school environment, and the role of the family in shaping student character. Thus, this research contributes to the development of an academic discourse that emphasizes the need for a collaborative and cross-ecosystem approach in character education.

## RESEARCH METHODS

This study uses an explanatory quantitative approach to examine the causal relationship between the variables of the Pancasila Student Profile Strengthening Project (P5), school culture, and parental parenting on students' social care character. The method used is a survey with a closed questionnaire instrument based on the Likert scale (1–5) which is designed to measure students' perception of each research variable.

The population in this study is all grade IX students of SMPN 8 Blitar for the 2024/2025 school year totaling 256 students. Sample extraction was carried out using *the proportional stratified random sampling* technique, using the Slovin formula with an error rate (e) of 5%, so that a total of 156 students were obtained as samples. Each class is proportionally represented to maintain population representation.

The data collection process was carried out directly to the respondents with the approval of the school. Before use, the instrument was tested for validity and reliability through *an outer model* test, namely convergent and discriminant validity tests, as well as Cronbach's Alpha and Composite Reliability values. All indicators in the instrument are declared valid and reliable. Data analysis was carried out using *the Structural Equation Modeling* approach based on *Partial Least Squares* (SEM-PLS) with SmartPLS 3.0 software. This technique was chosen because it has the ability to analyze causal relationships between latent constructs and is suitable for medium to small sample counts as well as data that are not normally distributed.
The analysis consists of two main stages, namely:

1. **The Outer Model test**, which was used to assess the validity of the construct through the values *of loading factor* (≥ 0.7), AVE (≥ 0.5), and reliability (Cronbach's Alpha and Composite Reliability ≥ 0.7).
2. **The Inner Model test**, which is used to assess the relationship between latent constructs using *the path coefficient*, the T-statistical value (> 1.96), and the P value (< 0.05).

The model is declared fit if it has **an SRMR value of < 0.08** and **an NFI of > 0.8**, and the $R^2$ value for the dependent construct shows a strong influence.

**Table 1. Summary of Population and Sample Descriptions**

| Class | Number of Students | Samples Taken |
|---|---|---|
| **IX-A** | 64 | 39 |
| **IX-B** | 64 | 39 |
| **IX-C** | 64 | 39 |
| **IX-D** | 64 | 39 |
| **Sum** | **256** | **156** |

Source: Research primary data, 2025

**Table 2. Outer Model Evaluation Criteria**

| Indikator | Loading Factor | AVE | CR | Cronbach Alpha |
|---|---|---|---|---|
| **P5** | > 0,7 | > 0,5 | > 0,7 | > 0,7 |
| **Budaya Sekolah** | > 0,7 | > 0,5 | > 0,7 | > 0,7 |
| **Pola Asuh Orang Tua** | > 0,7 | > 0,5 | > 0,7 | > 0,7 |
| **Karakter Sosial** | > 0,7 | > 0,5 | > 0,7 | > 0,7 |

Source: Research primary data, 2025

All indicator values indicate that the constructs in the model have good validity and reliability. Thus, this research method is able to provide a strong basis for analyzing the influence between variables thoroughly and accurately.

## RESULTS AND DISCUSSION

## RESEARCH RESULTS

### 1. Outer Model Test Results

External model analysis is used to assess the validity and reliability of constructs. The results showed that all indicators in the P5 variables, school culture, parenting style, and social care character had a loading factor value of > 0.70. The AVE value of each construct > 0.50 and the Composite Reliability (CR) value > 0.70, indicating that all constructs are valid and reliable (Hair et al., 2017).

**Table 3. Summary of Outer Model Results**

| Construct | Loading Factor | AVE | CR | Information |
|---|---|---|---|---|
| **P5** | > 0,70 | >0,50 | >0,70 | Valid & Reliabel |
| **School Culture** | > 0,70 | >0,50 | >0,70 | Valid & Reliabel |
| **Parenting Style** | > 0,70 | >0,50 | >0,70 | Valid & Reliabel |
| **Social Care Character** | > 0,70 | >0,50 | >0,70 | Valid & Reliabel |

Source: Research primary data, 2025

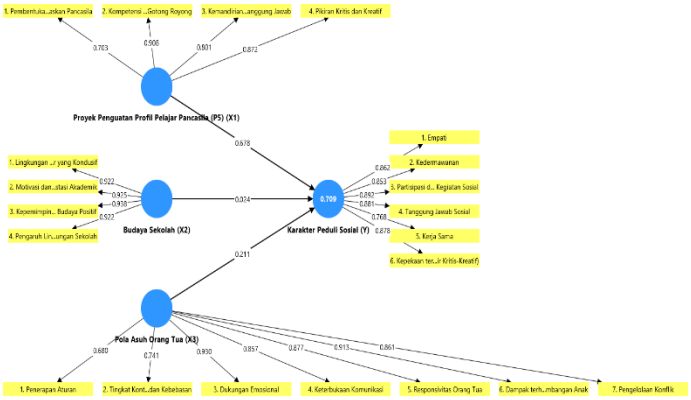


**Figure 4.1** Outer Model

Figure 4.1 shows the structural model of the research analyzed using *Partial Least Squares Structural Equation Modeling* (PLS-SEM), illustrating the relationship between three independent variables—the Pancasila Student Profile Strengthening Project (P5) (X1), School Culture (X2), and Parental Parenting (X3)—and the dependent variable of Social Care Character (Y) in SMPN 8 Blitar students.

Based on the output on the picture:

a) The path from P5 to Social Care Character has a coefficient of 0.678, indicating a positive and strong influence. This means that the better the implementation of the P5 project, the higher the social care character of the students.

b) The pathway from School Culture to Social Care Character had a coefficient of 0.024, indicating a very weak and insignificant influence, which corresponded to the previous results.

c) The pathway from Parenting to Social Care Character had a coefficient of 0.211, indicating a significant positive influence, although not as strong as the P5 influence.

The R-Square value ($R^2$) = 0.709 indicates that the three independent variables are able to explain 70.9% of the variation in social care characters, which is a strong category according to Hair et al. (2017). The remaining 29.1% was influenced by factors other than the model.

Each construct is supported by key indicators (yellow boxes), such as:

a) P5: mutual cooperation, responsibility, independence.

b) School culture: academic motivation, positive leadership.

c) Parenting: emotional closeness, open communication.

d) Social care characters: empathy, social participation, cooperation.

Overall, this model shows that student character strengthening cannot be separated from school involvement, national programs (P5), and family support, with a major emphasis on P5 success as a key lever for social character building.

**2. Inner Model Test Results**

Analisis inner model dilakukan untuk menguji hubungan antar konstruk dan menguji hipotesis. Hasil uji $R^2$ menunjukkan bahwa karakter peduli sosial dipengaruhi secara simultan oleh P5, budaya sekolah, dan pola asuh orang tua sebesar 0,653 (65,3%). Artinya, model ini memiliki daya prediksi yang kuat.

**Table 4. R-Square Test Results**

| Endogenous constructs | $R^2$ |
|---|---|
| **Social Care Character** | 0,653 |

Source: Research primary data, 2025

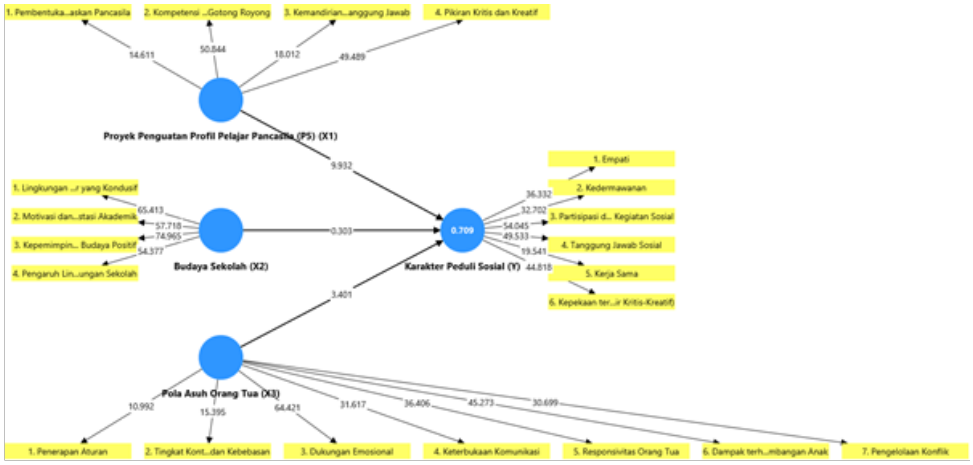


**Figure** 4.2 Inner Model

Source : Smart PLS 4 Analysis Results

Figure 4.2 shows the inner model (structural model) analyzed using SmartPLS 4. This model illustrates the relationship between the independent variables: Pancasila Student Profile Strengthening Project (X1), School Culture (X2), and Parenting Style (X3) to the dependent variable Social Care Character (Y). The $R^2$ value of 0.709 indicates that the three independent variables are able to explain 70.9% of the variance in students' social care characteristics. The path from P5 to social care characters had the highest weight, showing the dominant influence, while the school culture showed the weakest influence. Each path is followed by a t-statistical value that reinforces the significance of the relationship between variables.

**3. Direct Impact Test (Path Coefficient)**

**Table 5. Path Coefficient Test Results**

| Influence Path | Coeficin | T-Statistics | P-Value | Information |
|---|---|---|---|---|
| **P5 → Social Care Character** | 0,441 | 7,629 | 0,000 | Signifikan |
| **School Culture → Social Character** | 0,078 | 1,214 | 0,225 | Insignificant |
| **Parenting → Social Character** | 0,406 | 6,402 | 0,000 | Signifikan |

Source: Research primary data, 2025

**DISCUSSION**

The results of this study The discussion in this section refers to the results of data analysis and hypothesis testing that have been carried out. The purpose of the discussion is to: (a) interpret the results of the research, (b) compare the results with relevant theories, and (c) examine their relationship with previous research.

**1. The Influence of the Pancasila Student Profile Strengthening Project (P5) on Social Care Character**

The results of this study show that the Pancasila Student Profile Strengthening Project (P5) has a significant influence on the character of students' social care. Thus, the null hypothesis ($H_{01}$) which states that there is no influence between P5 on social care character, is rejected. This strengthens the evidence that the implementation of P5 is one of the key factors in shaping the character of students who have concern for others and their social environment. Theoretically, these findings are in line with the approach to character education according to Thomas Lickona (1991), who affirms that character education must develop three important components, namely:

1) *Knowing the good* (moral knowledge), which equips students with an understanding of moral values such as empathy, justice, and care.
2) *Feeling the good* , which is fostering students' emotional awareness so that they feel responsible for these values.

3) *Doing the good* (moral behavior), which is forming a habit of behaving based on moral values in daily life.

Empirically, this research is consistent with the studies of Maharani (2023), Sarah Yulia & Setyowati (2021), Pratama & Nurhayati (2022), and Fajar & Wulan (2020) which stated that the systematic implementation of P5 can encourage students to become individuals who have high social sensitivity, are able to contribute to the surrounding environment, and grow as independent learners with character. Thus, it is suggested that schools further strengthen the planning and implementation of P5 not only in the form of temporary projects, but also as a culture of sustainable learning.

**2. The Influence of School Culture on Social Care Character**

In contrast to theoretical expectations and most of the findings of previous studies, the results of this study show that school culture does not have a significant influence on the social care character of students at SMPN 8 Blitar. Thus, the null ($H_{02}$) hypothesis stating that there is no significant influence between School Culture on Social Care Character is accepted, which means that school culture is not statistically proven to contribute to the formation of students' social care character in this study.

Theoretically, school culture is one of the important proximal environmental factors, as stated by Sujana (2019) and Rochmawati (2018). School culture is believed to shape student norms, values, and behaviors through consistent examples, routines, and environments. Within this framework, schools should act as agents of socializing character values through behavioral habituation, harmonious interpersonal relationships, and an educational reward and punishment system.

However, in the context of SMPN 8 Blitar, the existing school culture does not seem to have been strongly internalized by students, or has not been effectively translated into daily learning practices and social interactions. This can be caused by several factors, including:

a) The culture of the school is only reflected in formal documents or slogans, but it has not been brought to life in a consistent and comprehensive daily life.
b) Low student involvement in culture formation activities such as classroom forums, school social activities, or reflection on shared values.
c) Lack of real role models from teachers or educators that reflect the values of empathy, mutual cooperation, and tolerance in direct interaction.

This finding is also not in line with the research results of Firdaus & Mahmud (2020), Maya & Prasetya (2021), and Azmi & Supriyadi (2021) which show that schools with a positive and collaborative culture are able to increase the value of empathy, social responsibility, and

cooperation between students. In their research, schools that applied character habituation intensively and consistently were able to create an environment that supported the development of social character.

This difference suggests that the power of the influence of school culture depends heavily on the quality of implementation and the involvement of school actors in students' lives. Simply having school cultural documents is not enough; Concrete action is needed that is sustainable and involves the entire school ecosystem, including principals, teachers, education staff, and the students themselves.

Based on these findings, strategic steps are needed to strengthen the internalization of school culture in shaping the character of social care. Some recommendations that can be made include:

1. Building a vibrant and contextual school culture, not just symbolic, through the integration of character values into all aspects of school life.
2. Improving the example of teachers and school leaders, as role models in social behavior and empathetic interactions.
3. Develop a character-based reward and punishment system, which assesses not only academic aspects but also students' social behavior.
4. Increase student participation in shared activities that foster solidarity and social responsibility, such as classroom forums, social service, and value discussions.

In other words, in order for school culture to be able to make a real contribution to the formation of social care characters, it is necessary to make a comprehensive overhaul both at the level of internal school policies and daily implementation that reflects these values.

**3. The Influence of Parenting on Social Care Character**

This study shows that parental parenting has a significant effect on the social care character of students. These findings affirm the importance of the role of the family as the first educational environment in shaping children's values, attitudes, and social behaviors. Democratic parenting, as posited by Diana Baumrind (1991), which includes open communication, balanced control, and compassion, has been shown to be most effective in fostering empathy, social responsibility, and sensitivity to the social environment.

Supportive parenting allows children to feel valued, heard, and emotionally involved, thus growing high social awareness. Values such as mutual cooperation, empathy, and social responsibility contained in the Pancasila Student Profile can be effectively instilled through proper family parenting.

These findings are strengthened by studies by Susanto & Wulansari (2022), Dina & Wibowo (2020), and Fitriani & Hendra (2023) which show that children raised with a democratic approach tend to be more socially concerned compared to those raised in an authoritarian or permissive manner.

As a practical implication, schools are advised to build strategic partnerships with parents through parenting training, involvement in school activities, and the formation of family learning communities. Synergy between schools and parents is the key to success in shaping students' social care characters in a sustainable and contextual manner. Furthermore, the influence of parenting is not only limited to setting rules and behavioral boundaries, but also includes the formation of values through example, consistency, and positive reinforcement. Children who grow up in an open and respectful household will become accustomed to thinking reflectively and acting empathically, so they are better prepared to show social concern in daily life

Based on these findings, it is recommended that schools:

a. Develop strong partnership programs with parents, for example through democratic parenting training, parenting seminars, or parent-teacher communication forums.
b. Actively involve parents in school activities, including the Pancasila Student Profile (P5) projects, so that the learning of social values is not only the responsibility of the school, but also fully supported by the family at home.
c. Forming a parent learning community, which aims to share good practices in fostering children in a positive and constructive manner.

By building a strong synergy between schools and parents, the process of forming students' social care character can be carried out holistically and sustainably. The role of parents in strengthening character cannot be replaced, and is an important key in the successful implementation of Pancasila values in students.

**4. The Simultaneous Influence of the Pancasila Student Profile Strengthening Project (P5), Organizational Culture and Parenting Style on Social Care Character**

The results of this study show that simultaneously, the P5 Project, school culture, and parenting style have a significant influence on the formation of social care character of SMPN 8 Blitar students. Although the school culture partially did not show a significant influence, collectively the three variables made a noticeable contribution. These findings are in line with ecological systems theory (Bronfenbrenner, 1979), that individual development is influenced by the interaction between the micro environment (family), meso (school), and macro (national policy).

In this context, the P5 Project represents the macro system through national education policies, school culture as a meso system that creates a socially nuanced learning environment, and parenting as a micro-system that instills moral values from an early age. The collaboration of the three is the core of effective character education (Lickona, 1991).

These findings reinforce the results of studies by Maharani (2023) and Pratama & Nurhayati (2022) which emphasized the importance of integrating project learning, family support, and school culture in shaping students' social concerns. The practical recommendations of the study are: strengthen the sustainable implementation of the P5 Project, build a collaborative school culture, and establish strategic partnerships with parents. This synergy is important so that character education is not just a discourse, but is embedded in students' daily habits.

## CONCLUSION

Based on the results of the analysis with the PLS-SEM approach, this study concludes that the Pancasila Student Profile Strengthening Project (P5) and parental parenting have a positive and significant effect on the social care character of SMPN 8 Blitar students. In contrast, school culture did not show a significant influence partially, although in a simultaneous analysis the three variables together made a positive contribution to the formation of social caring characters. These findings confirm the importance of a collaborative approach between national education policies, family environments, and schools in shaping student character. Among the three, P5 proved to be the most dominant factor, showing its effectiveness as a strategic instrument in strengthening Pancasila values among students.

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