

THE INFLUENCE OF THE PROFILE STRENGTHENING OF PANCASILA STUDENTS (P5) PROJECT ON STUDENT CHARACTER AT SMPN 5 PAYAKUMBUH

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui hubungan Proyek Penguatan Profil Siswa Pancasila (P5) SMPN 5 Payakumbuh dengan karakter siswa secara keseluruhan. Metode kuantitatif korelasional digunakan dalam penelitian ini. Informasi dikumpulkan melalui penggunaan kuesioner dengan skala likert. Siswa kelas delapan di SMPN 5 Payakumbuh dijadikan sampel sebanyak 66 orang untuk penelitian ini. Analisis korelasi Spearman digunakan untuk mempelajari data. Dengan menggunakan SPSS 22, kami menetapkan bahwa Proyek Penguatan Profil Siswa Pancasila (P5) tidak mempunyai pengaruh terhadap kepribadian siswa di SMPN 5 Payakumbuh. Setelah dilakukan perhitungan melalui SPSS 22 diperoleh hasil bahwa kedua variabel tersebut tidak ada hubungan dengan melihat Sig. antara kedua variabel yaitu sebesar 0,960 (tidak berkorelasi) karena lebih besar dari alpha 0,05. Nilai Koefisien Korelasi antara Proyek Penguatan Profil Mahasiswa Pancasila (P5) dengan Karakter Mahasiswa sebesar +0,009. Koefisien Korelasi yang diawali dengan tanda positif berarti hubungan kedua variabel tersebut positif. Karena korelasi antara X dan Y sangat rendah dan berbentuk positif, maka dapat disimpulkan bahwa tidak ada hubungan di antara keduanya. Hasilnya, semakin tinggi nilai Proyek Penguatan Profil Mahasiswa Pancasila (P5), maka semakin tinggi kualitas karakter mahasiswa.

Kata Kunci: Pengaruh, Proyek Penguatan Profil Pelajar Pancasila (P5), Karakter Siswa

Abstract: *The purpose of this research is to determine the relationship between SMPN 5 Payakumbuh's Pancasila Student Profile Strengthening Project (P5) and students' overall character. The correlation quantitative method was used in this study. The information is gathered through the use of questionnaires with a Likert scale. Students from eighth grade at SMPN 5 Payakumbuh made up the 66-person sample size for this study. Spearman's correlation analysis was used to study the data. Using SPSS 22, we determined that the Pancasila Student Profile Strengthening Project (P5) had no influence on students' personalities at SMPN 5 Payakumbuh. After calculating through SPSS 22, the results show that these two variables have no relationship by looking at Sig. between the two variables which is 0.960 (not correlated) because it is greater than alpha 0.05. The value of the Correlation Coefficient between the Pancasila Student Profile Strengthening Project (P5) and Student Character is +0.009. When the Correlation Coefficient is preceded by a positive sign, it means that the relationship between the two variables is a positive one. Because the correlation between X and Y is so low and has a positive shape, we can conclude that there is no relationship between them. As a result, a higher Pancasila Student Profile Strengthening Project (P5) score indicates a higher quality of character among students.*

Keywords: *Influence, Pancasila Student Profile Strengthening Project (P5), Student Character*

Introduction

Young people's identities are shaped to a large extent by their educational experiences. The Project for Strengthening the Profile of Pancasila Students (P5) has an important role in forming the moral and ethical foundations of teenagers at secondary school age. The aim of P5 is to help students integrate Pancasila values into everyday life so they can grow into good human beings. The P5 project shows the institution's dedication to raising the standards of character education. Through this curriculum, students are expected to learn to appreciate,

internalize and practice the values of Pancasila. However, to understand the impact of P5 projects on student character, more research is needed into the preparation, implementation, and assessment of such initiatives in these schools.

Technology is currently developing very rapidly, providing convenience in various fields. Through this technology, obtaining and disseminating information becomes very easy. Information that is widely spread on the internet also comes from all over the world and is easily accessible to the public and not only from within the country. Technology not only helps in terms of communication, but in other areas technology also provides benefits (Ikhsanus Shobach et al., 2022). However, not all of the information spread is clear and has relevant validity. There are various things that use technology to spread inappropriate information.

The development of this technology is accompanied by the influence of globalization. With globalization, it is easier for information to become more rapid and faster. The influence of globalization can make developed countries compete and provide various influences to spread their local culture to all corners of the world. So there are many positive and negative influences on other countries. Among them are shifts in values, norms, behavior, knowledge that is becoming increasingly developed, trends that have an influence on the structure of society and the erosion of local culture (Julianty et al., 2022).

The development of science and technological progress is an inevitable necessity (Herlambang & Abidin, 2023). Apart from that, the existence of technology and globalization has given people a lot of freedom and convenience to access widely spread information. It can be easy to manipulate or deceive the rights of unimportant things by meaningless everything. The reason is that humans have a tendency to work and interact with reality through abstraction (Aenulguri et al., 2023). Therefore, many people are lulled by the convenience that technology provides to carry out their daily lives.

Technology also has an impact on society's culture and customs. The development of this technology can have both good and bad impacts. In accordance with its essence, technology is a means or tool that can help facilitate human interests. And as the existence of technology, it is not responsible for actions carried out by humans (Wahyudi & Mahaswa, 2020). So actions taken by humans will have impacts that must be accounted for. Technology can also result in three different changes (1) Through technology it can help to improve the quality of life. (2) The interaction patterns in a society are changed by technology. (3) Society faces new problems arising from technology (Zulfadrim et al., 2021).

In the presence of technology and globalization, it is important for people to be aware of the convenience they obtain. Namely, we must always be able to determine not only opportunities that can provide various positive impacts, but we must also be able to determine potential threats from technology and globalization itself. One of them is that currently many students are given the freedom to operate smartphones. If proper supervision and direction are not given in using smartphones, students will easily access various things that can be misused. Therefore, it will have a bad impact, especially on students' morals and character (Husnul Hidayat, 2020).

In educational units, the formation of national character through the Pancasila student profile is carried out through intracurricular activities, programs to strengthen the Pancasila student profile (co-curricular), and extracurricular activities (Sari et al., 2022)(Akhyar et al., 2023). The Ministry of Education identifies six components of the Pancasila student profile. 1) Obedient, honorable and independent; 2) Able to work alone or with other people; 3) Open and respecting diversity; 4) Globally aware; 5) Analytical thinking; 6) Imaginative. Pancasila Profile Students will become symbols of Indonesian youth who have character, culture and are committed to the values of Pancasila (Siagian, 2018)(Irawati et al., 2022).

The Pancasila Student Profile describes the competencies and character that need to be formed in each individual, so that the government in Indonesia can direct educational policies to focus or be student-oriented, namely towards the formation of the six dimensions of the Pancasila Student Profile perfectly and evenly, namely students who 1) believe, be devoted to God Almighty, and have noble character; 2) global diversity; 3) work together; 4) independent; 5) critical reasoning; and 6) creative (Irawati, 2022).

The contents, activities, and timing of the Pancasila student profile project are all open to negotiation. This is an interdisciplinary course that helps students develop skills from the Pancasila Student Profile so that they can identify problems in their community and design creative ways to overcome them (Hamzah et al., 2022). There is no requirement that the project's learning objectives, content, or activities be tied to the course. The community can unite to help Pancasila students get more attention. The Pancasila student profile project aims to produce graduates who embody the core principles of Pancasila and demonstrate relevant skills and dispositions.

The P5 project must be sophisticated enough to be handled by SMPN 5 Payakumbuh students. Good planning can ensure that Pancasila values are conveyed in a relevant manner and can be accepted by all students by taking into account the students' backgrounds and diversity. It is also important for schools to incorporate P5

projects into their curriculum so that students' moral and ethical development is not seen as wasted. Every educator, student, and parent must take part in the P5 project for it to be successful. Students understand Pancasila best when taught using methods that encourage student participation and active learning. Students will be more interested and motivated to apply these principles in everyday life if they are taught using interesting and relevant methods. Evaluating the effectiveness of the P5 project in shaping students' personalities is very important. Observations, interviews, and performance evaluations are actually valid evaluation methods. The results of this evaluation can be used as a basis for improving and developing the P5 project in the future so that it can contribute more to the formation of student character.

At SMPN 5 Payakumbuh, the P5 project can help strengthen student identity and togetherness. Students can better understand the importance of unity in diversity by studying and applying the values of Pancasila. It has the ability to create a friendly and supportive school environment, which in turn can improve student health. However, it must be acknowledged that achieving P5 project objectives does not always run smoothly. There may be obstacles that need to be overcome, such as student resistance, lack of parental involvement, or problem solving. Therefore, for P5 projects to achieve optimal results, there is an effective approach to overcome these problems.

There is a big possibility that the Strengthening Pancasila Student Profile (P5) project at SMPN 5 Payakumbuh will have a positive impact on student character. This project can be a successful model of character education with careful planning, implementation, and evaluation. This project was successful because students better understood the values of Pancasila and improved their behavior and attitudes in everyday life. P5 at SMPN 5 Payakumbuh has the potential to contribute greatly to the formation of a young generation with strong character, integrity and a love of diversity based on Pancasila values as a long-term project.

The Pancasila student profile project has been studied previously. Studying how students feel about the initiative to strengthen the Pancasila student profile (Rizal et al., 2022) According to research (Hadian et al., 2022) students at SMAN 1 Sukabumi City have used project-based learning to increase their Pancasila profile. According to research (Asiati & Hasanah, 2022) all driving schools have carried out initiatives to improve the quality of their Pancasila students. Researchers (Nurjanah & Saadah, 2022) found that students were given the opportunity to apply democratic culture in the context of their society through the Pancasila Strengthening Project with the theme of democracy. In addition, the Penida Penida dance artwork in the Merdeka Curriculum was developed after extensive research (Ngurah et al., 2022). This was done with the aim of increasing students' awareness of Pancasila. Based on these findings, the project has the potential to create a number of Pancasila Student Profiles by utilizing the Penida Gulma Dance as a teaching tool.

Although the Pancasila student profile project has been the subject of extensive study, researchers believe that no research has yet attempted to measure the project's impact on students' personalities. Therefore, the Pancasila Student Profile Project attracts the attention of researchers because it has the potential to shape students' personalities. Another major difference between this research and its predecessors is the methodological focus on quantitative data rather than qualitative analysis, which characterized previous research. Based on the context above, research shows that the Pancasila student profile project has an influence on student personality. This research was designed to answer the question, "How does the Pancasila Student Profile Project influence the character of students at SMPN 5 Payakumbuh".

Method

The quantitative correlation method was used in this research. Information was collected through the use of a questionnaire with a Likert scale. The participants in this research were 66 people, all of whom were class VIII students at SMPN 5 Payakumbuh. And the sample in this study was 31 students. Spearman correlation analysis was used for data analysis. A questionnaire measuring the Project for Strengthening the Pancasila Student Profile (P5) and Student Character became the research instrument. The aim of this research is to use descriptive statistics to characterize the Project for Strengthening the Pancasila Student Profile (P5) and Student Character, as outlined in the introduction and literature review. Descriptive statistics using the Spearman Rank correlation statistical formula will be used to test the hypothesis that the Project for Strengthening the Pancasila Student Profile (P5) and Student Character have an influence on these variables.

Findings and Discussion

Data Description

Researchers at SMPN 5 Payakumbuh wanted to know more about the impact of the Project for Strengthening Pancasila Student Profiles (P5) and Student Character, so they distributed questionnaires to a random sample of 31 students. The researchers used a Likert scale with positive and negative statements in their questionnaire.

Table 1. Descriptive Empirical Data

		Statistics	
		P5	Student Character
N	Valid	31	31
	Missing	0	0
Mean		86,39	210,3548
Std. Error of Mean		1,404	2,20095
Median		84,00	207,0000
Mode		84	202,00 ^a
Std. Deviation		7,817	12,25438
Variance		61,112	150,170
Skewness		,934	,340
Std. Error of Skewness		,421	,421
Range		32	54,00
Minimum		74	181,00
Maximum		106	235,00
Sum		2678	6521,00
Percentiles	25	81,00	203,0000
	50	84,00	207,0000
	75	92,00	218,0000

Source: SPSS 22 Data Processing

Research on the Impact of the Project for Strengthening Pancasila Student Profiles (P5) and Student Character at SMPN 5 Payakumbuh is described below.

a. Project for Strengthening Pancasila Student Profiles (P5).

Researchers at SMPN 5 Payakumbuh used a questionnaire instrument to collect study data for the Strengthening Pancasila Student Profile Project (P5). A Likert scale was used to administer this questionnaire, with each statement followed by one of five possible answers: always (SL), often (SR), sometimes (KD), rarely (J), and never (TP). Positive statements receive a score between SL= 5 and TP= 1, while negative statements receive a score between SL= -1 and TP= 5.

Based on data processed by researchers using SPSS 22 Classroom Management, the mean value was 86.39 and the median value was 84.00. Then, we will use a formula to determine the class interval.

$$\text{formula} = \frac{\text{highest value} - \text{lowest value}}{\text{number of categories}}$$

The author then gives very good, good, quite good, not good and very bad grades on the questionnaire above. Class interval = $\frac{106-74}{5} = 6,4$ (rounded by 6). The description of the Project for Strengthening the Profile of Pancasila Students (P5) is as follows:

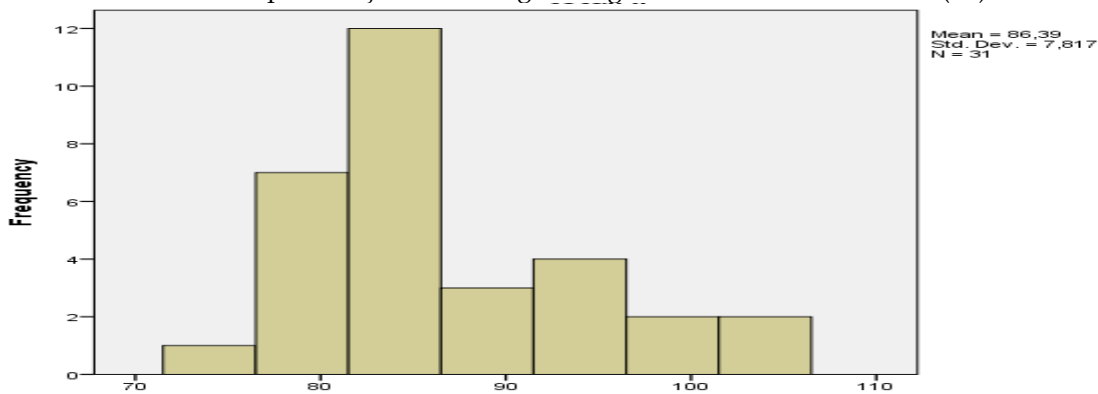
Table 2. Distribution Table for Strengthening Pancasila Student Profile Projects (P5)

Category	Interval	Frequency	Percentage %	Average
Very good	102-109	2	6,4%	86,39
Good	95-101	3	9,6%	
Pretty good	88-94	6	19,3%	
Not good	81-87	13	42,1%	

Very Not good	74-80	7	22,6%
Total Amount		31	100%

Based on the data presented in the table above, the Project for Strengthening the Profile of Pancasila Students (P5) at SMPN 5 Payakumbuh received an assessment of 6.4% as very good, 9.6% as good, 19.3% as quite good, 41.1% as poor good, and 22.6% very poor. Based on the data in the table, the average percentage of students who rated the Pancasila School Profile Improvement Project (P5) as "Bad" was 41.1%. The following visual histogram depicts information collected by the Strengthening Pancasila Student Profile (P5) Project.

Graph I. Project for Strengthening Pancasila Student Profiles (P5)



a. Student Character at SMPN 5 Payakumbuh

Thirty-one students from SMPN 5 Payakumbuh were surveyed for the study on student character at the school. The mean value of Student Character, based on data analyzed using SPSS 22, was 210.00, with a median value of 207.00. The class interval will then be determined by

$$\text{formula} = \frac{\text{highest value} - \text{lowest value}}{\text{number of categories}}$$

The authors then provided ratings ranging from 1 (very good) to 5 (very good), 4 (good), 3 (good), 2 (not good), and 1 (very not good) for the questionnaire above. The class interval = $\frac{235-181}{5} = 10,8$ (rounded to 11). derived from the previous formula. Once the interval value is determined, the following interval information can be incorporated into the frequency distribution table:

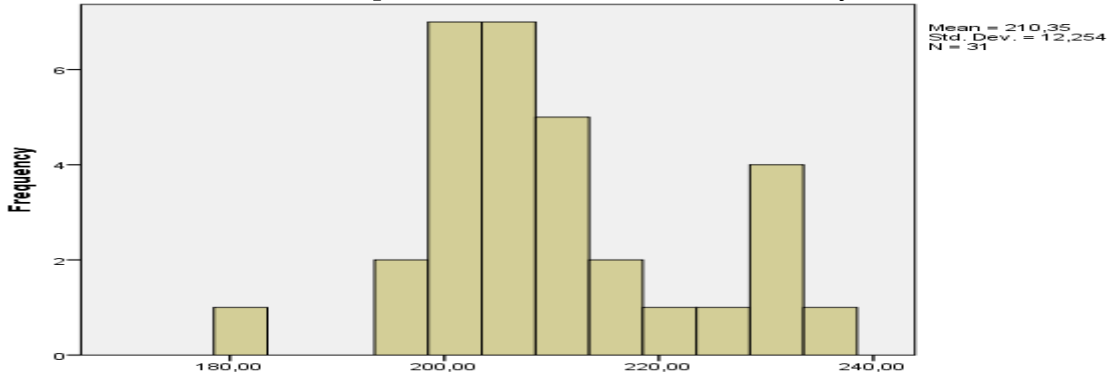
Table 3. Frequency Distribution List of Student Characters

Category	Interval	Frequency	Percentage %	Mean
Excelent	229-240	5	16%	210,00
Good	217-228	3	9,6%	
Fairly Good	205-216	11	35,2%	
Less Good	193-204	11	35,2%	
Very Not Good	181-192	1	3,2%	
Total		31	100%	

The data indicates that 16% (5 individuals) possess an excellent character, 9.6% (3 individuals) have a good character, and 35.2% (11 individuals) exhibit a fairly good character. A total of 35.2% of the population (11 individuals) demonstrates less favorable character traits, while 3.2% exhibit a very unfavorable character. Additionally, 35.2% of SMPN 5 Payakumbuh students have characters that could be considered above average.

Here is a graph illustrating some trends in the characters of SMPN 5 Payakumbuh students:

Graph II. Student Character at SMPN 5 Payakumbuh



3.1.2 Step by Up of Analysis

a. Normality Test.

One of the tests of classical assumptions is the normality test. Normality tests are performed to determine if the residual value is normal distribution. The residual value must follow the normal distribution for the best regression model. If the probability value (p) or significance value (Sig) is greater than 0.05, then the data are considered to have a normal distribution. Foreach study variable, we performed a test parameter in SPSS 22 and matched a significance value of 0.064, which is greater than the alpha value of 0.05, indicating that the data follow a normal distribution. The following table of practices is provisioned:

Table 1. One Sample Kolmogrov Smirnov For Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
meanY	,118	31	,200 [*]	,936	31	,064

Source: Test Distribution Is Normal dari SPSS 22

b. Linearity Test.

The purpose of the linearity test is to find out if there is a linear relationship between the free variable and the bound variable:

- a. There is no linear relationship between independent and dependent variables if the Sig value is more > 0.05.
- b. There is a linear relationship between the explanatory variable and the response variable if Sig < 0.05.

The deviation from linearity was calculated using SPSS 22, and the results showed a significance level of 0.419. Since the significance value of Deviation From Linearity is greater than 0.05 at 95% confidence level, it can be inferred that the data do not follow a linear pattern. Please see the table below for more details.

Table 2. Linearity

ANOVA Table							
		Sum of Squares	Df	Mean Square	F	Sig.	
mean	Between	(Combined)	1,100	28	,039	1,745	,430
Y *	Groups	Linearity	,004	1	,004	,179	,713
mean		Deviation					
X		from	1,095	27	,041	1,803	,419
		Linearity					
	Within Groups		,045	2	,023		
	Total		1,145	30			

Source: Data processing from SPSS 22

The table above indicates that the linearity significance value is greater than the alpha value (0.05), with a significance (Sig) of 0.713. Considering the absence of changes in SMPN 5 Payakumbuh due to the Project for Strengthening Pancasila Student Profiles and Student Character, the following conclusion can be drawn. This is why the author used the Spearman correlation test, a form of non-parametric statistical analysis.

In the concept of character education within the Pancasila student profile, the dimension of "Global Diversity" also directs students to love and show compassion towards each other. It encourages students to consistently greet others with polite language and respectful terms towards teachers, friends, family, and all individuals encountered. By embracing differences, unity can be fostered, thereby contributing to peacebuilding for the nation and the country.

Correlation Test

The author used a non-parametric correlation test called the Spearman's rank correlation test. One branch of statistics that does not assume normality or linearity is the Spearman correlation test. It aims to determine how two variables are related by calculating its correlation coefficient @. X and Y may have a positive or negative relationship. If the relationship is negative, it means that as the value of X increases, the value of Y decreases. With an alpha of 0.05, a positive correlation indicates a Sig. value of 0.960 (no correlation) between the two variables. At SMPN 5 Payakumbuh, the correlation coefficient for Student Character is +0.009, and for the Impact of the Project for Strengthening Pancasila Student Profiles (P5) it is +0.009. A correlation coefficient preceded by a positive sign indicates a positive relationship between the two variables. In conclusion, the degree of relationship between X and Y is not related to its form; that is, the correlation is very weak. This means that the better the influence of the Project for Strengthening Pancasila Student Profiles (P5), the better the character of the students at SMPN 5 Payakumbuh. See the table below for further explanation.

Table 3. Correlation Test Correlations

		meanX	meanY
Spearman's rho	meanX	1,000	,009
	Correlation Coefficient	.	,960
	Sig. (2-tailed)	31	31
	meanY	,009	1,000
	Correlation Coefficient	,960	.
	Sig. (2-tailed)	31	31
	N		

The Influence of the Project for Strengthening Pancasila Student Profiles (P5) and Student Character at SMPN 5 Payakumbuh

The data processing above leads to the conclusion that the Project for Strengthening Pancasila Student Profiles (P5) and Student Character at SMPN 5 Payakumbuh have no significant impact on student achievement or behavior. Calculations in SPSS 22 indicate no correlation between the two variables; the sign, between the two is 0.960 (no correlation), and the margin of error is less than 0.05. At SMPN 5 Payakumbuh, both the Project for Strengthening Pancasila Student Profiles (P5) and the Student Character Correlation Coefficient have a value of +0.009. A correlation coefficient preceded by a positive sign indicates a positive relationship between the two variables. In conclusion, the degree of relationship between X and Y is not related to its form; that is, the correlation is very weak. This means that students' moral fiber will increase proportionally with the quality of their Pancasila P5 student profile.

Culture is an essential aspect of society, encompassing knowledge, morals, arts, laws, customs, beliefs, and habits as members of the community. Indonesia boasts a vast cultural diversity, with each region having its distinct cultural identity. Through its rich and diverse cultural heritage, Indonesia's cultural identity is continuously preserved by its people. However, with the advancement of technology and the influence of globalization, there has been an influx of foreign cultures into Indonesia. Consequently, many individuals are drawn to these foreign cultures, unable to avoid their influence. The process of acculturation facilitates the easy entry of negative impacts on local culture, morality, and students' morals (Lestari, 2018). Therefore, the filtration of foreign cultures is crucial to avoid the resulting impacts.

With the rapid advancement of technology, cultural contact occurs through mass media, allowing the

influence of foreign cultures to easily penetrate Indonesia. The threat posed by this phenomenon is that Indonesian culture may experience erosion due to the fading sense of nationalism among society, diminishing familial values, and the adoption of Western lifestyles. Consequently, it is common to observe many teenagers dressing up in imitation of foreign celebrities from countries like America and Korea, wearing inappropriate clothing that does not align with Indonesian cultural norms (Saodah et al., 2020).

Not only in dressing styles, but also many young people, including elementary school students, imitate Western behaviors such as speech, social interaction, and ethics. Moreover, with the rapid advancement of technology, there is a threat that local culture, which we have always preserved, will be displaced by foreign cultures. This can be seen in the lack of respect for the traditional values and customs of their culture among many communities. For example, many people are indifferent to preserving fading cultural traditions. Because the younger generation tends to prefer modern trends, they are inclined to adapt their lifestyles accordingly (Julianty et al., 2022)..

For instance, in the realm of dance culture, there is currently a significant inclination among students towards modern dances like K-pop rather than traditional ones. This trend poses a threat to the preservation of traditional dances by the future generations of the nation. Many young people, especially students, aspire to embrace modernization, leading them to prefer modern dances such as K-pop and others. Additionally, there are changes in behavior and transformations in societal character influenced by Western culture. These changes are facilitated by easily accessible technologies such as the internet and television, resulting in behaviors and personalities that do not align with societal norms (Ikhsanus Shobach et al., 2022).

Discussion.

The percentage of students rated as "very good" in the Project for Strengthening Pancasila Student Profiles (P5) is 6.4%, followed by "good" at 9.6%, "fair" at 19.3%, "poor" at 41.1%, and "very poor" at 22.6%. This table also indicates that overall, the Project for Strengthening Pancasila Student Profiles (P5) received a very low score of 41.1 percentage points.

One-sixth of the students have excellent character (five individuals), nine percent have good character (three individuals), thirty-five and a half percent have fair character (eleven individuals), thirty-five and a half percent have fair character (eleven individuals). One student has poor character, and three and a half percent have very poor character (one individual). This indicates that on average, students of SMPN 5 Payakumbuh have a character score of 35.2%.

The utilization of technology in the learning process can assist students in visualizing various concepts previously unfamiliar to them. One example of its application is through the integration of multimedia in education, such as the use of visual, audio, and audio-visual media. This technological utilization can also extend to simulations and educational games, enhancing interactive learning experiences. Essentially, it signifies a shift from passive to active engagement in exploring knowledge during the learning process (Courville, 2011).

The advancement of smartphone technology has numerous negative consequences that can influence an individual's lifestyle and habits (Ngafifi, 2014). To mitigate or address the negative impacts brought about by the development of smartphone technology, society has solutions, such as:

- a. The existence of training or socialization regarding the importance of understanding the wise utilization of technology to assist in sustaining life. This means that technology should be used for beneficial activities, not for engaging in illegal, immoral, or unethical behavior.
- b. Reducing dependence on smartphones by interacting more frequently with friends, family, and relatives.
- c. Engaging in various activities that are essential for real-life experiences, rather than just playing games on the internet.
- d. Not being thirsty for technology, which means having the ability to adopt new technologies. Although we must understand technology to avoid being left behind by others, we must also be able to control ourselves.

The data analysis above indicates that the Strengthening of Pancasila Student Profile Project and Student Character at SMPN 5 Payakumbuh did not have a significant impact on the students at the school. Using SPSS 22, we found that the significance (Sig.) between the two variables is 0.960 (no correlation), with a margin of error of 0.05, indicating no relationship between them. The Student Character of SMPN 5 Payakumbuh has a correlation coefficient of +0.009, while the Strengthening of Pancasila Student Profile Project (P5) has a correlation coefficient of +0.009.

The positive sign in front of the Correlation Coefficient indicates a positive relationship between the two variables. Due to its weak correlation and positive relationship, it can be concluded that variable X is not related to

variable Y in terms of the degree of their relationship. The higher the score of a school on the Strengthening of Pancasila Student Profile Project (P5), the more likely it is that the students' personalities will be commendable. Therefore, we accept H₀ and reject the proposed null hypothesis (H_a). SMPN 5 Payakumbuh does not seem to be affected by the Project for Strengthening Pancasila Student Profiles (P5) and Student Character.

Conclusion.

The analysis above shows that the Project for Strengthening the Pancasila Student Profile and Student Character at SMPN 5 Payakumbuh did not have a real impact on students at the school. Using SPSS 22, we find that Sig. Between the two variables is 0.960 (no correlation), with a margin of error of 0.05, indicating there is no relationship between the two. The P5 Student Profile Correlation Coefficient value from the Pancasila Strengthening Project is +0.009, and the Student Character value is also +0.009. The positive sign in front of the Correlation Coefficient indicates that there is a positive relationship between the two variables. Because the correlation is weak and the form of the relationship is positive, it can be concluded that variable X is not related to variable Y in terms of the degree of relationship. The higher a school's score in the Student Profile Project for Strengthening Pancasila (P5), the greater the likelihood that its students' character will be commendable.

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