

**CORRELATION OF STRENGTHENING PANCASILA
STUDENT PROFILE (P5) WITH NOBLE MORALS IN
STUDENTS AT SMPN 1 RUMBIA, CENTRAL LAMPUNG**

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Abstract:

Strengthening the Pancasila Student Profile (P5) is an effort made in the Independent Curriculum to form students who have superior characters, including noble morals. This study aims to analyze the correlation between the implementation of P5 and the formation of noble morals in students at SMPN 1 Rumbia, Central Lampung. The research method uses a quantitative approach with a survey technique, where data is collected through questionnaires distributed to 60 students. Data analysis was carried out using the Pearson correlation test. The results of the study showed a significant positive correlation between the implementation of P5 and the formation of noble morals ($r = 0.50$, $p < 0.05$). The implications of this study

emphasize the importance of integrating P5 in learning to support the formation of student character.

Keywords: Pancasila Student Profile, Noble Morals, Junior High School, Character Education

Introduction

Character education is a fundamental element in the development of superior and competitive human resources.¹ In the context of education in Indonesia, character building has become a major concern in efforts to produce students who are not only intellectually intelligent, but also have good morals and ethics.² The Merdeka Curriculum introduced by the Ministry of Education, Culture, Research, and Technology integrates the Strengthening of the Pancasila Student Profile (P5) as one of the strategies to form students with superior character.

The Pancasila Student Profile (P5) is designed to develop six main dimensions, namely faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical thinking; and creativity.³ These dimensions aim to equip students with

¹ Purnawanto, Ahmad Teguh. "Character Education Through Internalization of Pancasila Student Profile in Independent Curriculum." *Journal Of Pedagogy* 16.2 (2023): 103-115.

² Azhari, P., Shinta, J., Daris, A., Nurfadillah, A., & Ramadhan, S. (2024). The Concept of Strengthening the Pancasila Student Profile (P5) (*Analysis of Its Impact on the Religious Moderation Attitude of Students in Schools*). *TA'LIM: Journal of Islamic Education Studies*, 7(2), 307-324.

³ Zahrah, M. I., & Inayati, N. L. (2024). *The Influence of (Pancasila Student Profile Strengthening Project) P5 in PAI Learning on the Formation of Student Morals at SMP Negeri 1 Nalumsari Jepara in the 2023/2024 Academic Year* (Doctoral dissertation, Muhammadiyah University of Surakarta).

noble values that are relevant in everyday life, both in the school environment and in society.⁴ One of the main focuses of P5 is the formation of noble character which includes honesty, responsibility, discipline, and empathy towards others.⁵

SMPN 1 Rumbia, Central Lampung, as an educational institution, has implemented the P5 program in various learning activities. However, the implementation of this program requires evaluation to ensure its effectiveness in forming noble character in students. This study aims to analyze the relationship between the implementation of P5 and the formation of noble character in students at SMPN 1 Rumbia. By understanding this correlation, it is hoped that it can provide constructive input for the development of character education strategies in schools.

Literature Review:

Pancasila Student Profile (P5): Pancasila Student Profile (P5) is a character education concept designed to create a generation that has competence and character in accordance with Pancasila values.⁶ P5 consists of six main dimensions: faith, devotion to God Almighty, and noble

⁴ Wahidah, N., Zubair, M., Fauzan, A., & Alqodri, B. (2023). *Implementation of the Pancasila Student Profile at SMP Negeri 1 Mataram*. Scientific Journal of Educational Profession, 8(1b), 696-703.

⁵ Olivia, D., Nabila, G. H., & Juliana, I. (2024). *Strengthening Student Character in the Pancasila Student Profile Strengthening Project Learning*. ALFIHRIS: Journal of Educational Inspiration, 2(2), 27-32.

⁶ Kamila, G. R. (2024). *The effect of the implementation of the Pancasila Student Profile Strengthening Project, dimensions of Faith, Devotion to God Almighty, and Noble Character on the formation of students' religious character: Research at Muhammadiyah 9 and 10 Middle Schools in Bandung* (Doctoral dissertation, UIN Sunan Gunung Djati Bandung).

character; global diversity; mutual cooperation; independence; critical thinking; and creativity.⁷ These dimensions serve as a framework for forming students who are not only superior in academic aspects, but also have strong moral integrity.

Indicators for the Application of Pancasila Values in Learning section include: ⁸ understanding and practicing religious values in daily life (faith and piety), an attitude of tolerance towards differences (global diversity), the ability to work together in groups (mutual cooperation), development of critical and creative thinking, and responsibility and independence in completing tasks.

Noble Morals: Noble morals are behaviors that reflect noble moral and ethical values, such as honesty, responsibility, respect, and empathy. Noble morals are one of the main goals of education that must be instilled from an early age.⁹ Formation noble morals are not only through formal education, but also through the family and community environment.

Indicators for Noble Morals include:¹⁰ an honest attitude in every activity, a sense of responsibility for

⁷ Jannah, M. N., & Hilmiyati, F. (2024). *The Effect of the Pancasila Student Profile Strengthening Project (P5) on Sustainable Lifestyle Themes on Students' Morals*. QOSIM: Journal of Education, Social & Humanities, 2(2), 64-72.

⁸ Purnama, R. (2022). *Implementation of Pancasila Values in Learning at School: Efforts to Form National Character*. Journal of Character Education, 10(2), 112-120.

⁹ Olivia, D., Nabila, G. H., & Juliana, I. (2024). *Strengthening Student Character in the Pancasila Student Profile Strengthening Project Learning*. ALFIHRIS: Journal of Educational Inspiration, 2(2), 27-32.

¹⁰ Wulandari, E., & Sari, A. (2023). *Implementation of Pancasila Values in Education in Indonesia through Character*

assigned tasks, discipline in following school rules, empathy for friends who need help, and respect for teachers and friends at school.

The Relationship between P5 and Noble Morals: Implementation of P5 can be an effective means to form noble morals in students.¹¹ The dimensions of "Faith, Devotion to God Almighty, and Noble Morals" directly support the formation of students' moral character.¹² Previous research by Prasetyo (2020) showed that the application of Pancasila values in learning increases students' attitudes of discipline, responsibility, and empathy.

Independent Curriculum and Character Education: Independent Curriculum emphasizes project-based learning and integration of character values. In this context, P5 becomes the foundation for connecting academic aspects with character formation.¹³ Project-based learning can provide real experiences for students to apply moral values in everyday life.

Research Methods

Education Curriculum. Journal of Education and Learning, 15(3), 45-52.

¹¹ Raharjo, G. T. (2023, August). *The Effect Of The Implementation Of The Pancasila Student Profile Strengthening Project On Improving The Character Of Grade Iv Students Of Sdit Samawa Cendekia*. In Proceedings of the National Seminar on Innovation Management (Vol. 6, No. 002, August, pp. 484-492).

¹² Rahma, M., & Amrullah, M. (2024). *Analysis of the Implementation of the Pancasila Student Profile Strengthening Project on the Religious Attitudes of Elementary School Students*. Journal of Dimensions of Education and Learning, 12(1), 77-87.

¹³ Amelia, L., Khoirunnisa, R., Putri, S. K., & Prihantini, P. (2024). *Problems of Implementing the P5 Project in Elementary Schools*. Tambusai Education Journal, 8(1), 1469-1475.

This study used a quantitative method with a survey design. The sample of the study was 60 grade VII students at SMPN 1 Rumbia, Central Lampung, who were selected randomly. Data were collected using a questionnaire consisting of two parts: the level of implementation of P5 and indicators of noble character. The validity and reliability of the questionnaire were tested before use. Data analysis was carried out using the Pearson correlation test to determine the relationship between the two variables. The calculation of the person correlation test uses the following formula:¹⁴

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Results and Discussion

This study aims to analyze the relationship between the implementation of Pancasila Student Profile Strengthening (P5) and the formation of noble morals in students at SMPN 1 Rumbia, Central Lampung. Based on the analysis of data obtained through a survey using a questionnaire filled out by 60 students, it was found that there was a significant positive correlation between the two variables with a Pearson correlation value (r) of 0.5.

These results indicate a moderate relationship indicating that the better the implementation of P5, the higher the level of noble morals possessed by students.

In detail, the implementation of P5 at SMPN 1 Rumbia is focused on the development of six main dimensions which include attitudes of faith, devotion to God Almighty, and noble morals, global diversity, mutual cooperation, independence, critical thinking, and

¹⁴ SUGIYONO, *Quantitative, Qualitative and R&D educational research methods*. 2013

creativity. The first dimension, which emphasizes noble morals, plays a significant role in the formation of student character. The survey results show that the majority of students who receive good treatment in the implementation of P5 values, such as discipline, responsibility, and empathy for others, have higher scores in the aspect of noble morals.

However, although there is a positive correlation, the level of correlation obtained does not show a very strong relationship, but rather moderate. This shows that although the implementation of P5 has a significant influence on the formation of noble morals, other factors outside of school, such as the influence of family and community environment, also influence the development of student character. For example, some students with high scores in the implementation of P5 have not fully reflected the expected noble moral attitudes, which are likely influenced by external factors such as parenting patterns at home and peer influence.

The effective implementation of P5 at SMPN 1 Rumbia, which involves the integration of character values in daily learning activities and extracurricular activities, can improve the formation of students' noble morals. Mutual cooperation activities and project-based learning that involve students in discussions and joint problem solving have been proven to increase students' sense of responsibility and empathy. The dimensions of "Mutual Cooperation" and "Faith, Devotion to God Almighty, and Noble Morals" are the most dominant components in encouraging the development of students' noble morals. Overall, this study shows that strengthening the Pancasila Student Profile at SMPN 1 Rumbia has a positive impact on the formation of students' noble morals, although further efforts are still needed to strengthen this relationship. Therefore, schools

are advised to continue to improve the implementation of P5 by involving families and communities more, and creating an environment that supports the application of Pancasila values consistently in students' daily lives. A more structured and integrative implementation of P5 is expected to strengthen students' character, so that they are not only academically intelligent, but also have good morals and ethics in social life.

Conclusion

Based on the results of the study conducted at SMPN 1 Rumbia, Central Lampung, it can be concluded that there is a significant positive correlation between the implementation of Pancasila Student Profile Strengthening (P5) and the formation of noble morals in students. The Pearson correlation value obtained of 0.5 indicates a moderate relationship between the two variables. This indicates that the better the implementation of P5, the higher the level of noble morals possessed by students.

This study emphasizes the importance of integrating P5 values in the learning process to support the formation of student character who are not only academically intelligent, but also have good morals and ethics. Therefore, it is recommended that SMPN 1 Rumbia continue to develop and strengthen the implementation of P5, as well as involve families and communities in supporting the formation of student character. Thus, it is hoped that students can grow into a generation with superior character and noble morals in accordance with the values of Pancasila.

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