

The Effects of the Pancasila Student Profile Strengthening Project on the Mutual Cooperative Attitude of Students at SMP Negeri 8 Purwokerto

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ABSTRACT

This study aims to determine the effects of the Pancasila Student Profile Strengthening Project on the mutual cooperative attitude of students at SMP Negeri 8 Purwokerto. The research method used in this study is descriptive analysis with a quantitative approach. The population in this study consists of seventh and eighth-grade students at SMP Negeri 8 Purwokerto. The sample size is 237 students, determined using a simple random sampling technique. Data collection techniques employed in this study include questionnaires, observations, interviews, and documentation. The research findings indicate a positive and significant impact of the Pancasila Student Profile Strengthening Project on the mutual cooperative attitude of students at SMP Negeri 8 Purwokerto. The influence of the Pancasila Student Profile Strengthening Project on students' mutual cooperative attitudes is measured at 0.376, which can be interpreted as the independent variable (X) - the Pancasila Student Profile Strengthening Project - contributing 37.6% to the dependent variable (Y) mutual cooperative attitude. This can be seen in the students' mindset, which fosters collaboration and teamwork, social sensitivity and concern, and a sharing attitude.

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1. INTRODUCTION

Indonesia as a country committed to the advancement of education must continue to strive to develop a learning system that is relevant and responsive to today's needs. A revolutionary step in the transformation of Indonesian education is the introduction of the Merdeka Belajar Curriculum. According to the Ministry of Education and Culture (2021), the independent curriculum includes intracurricular, extracurricular, and P5 activities. Indonesia as a nation committed to the advancement of education Indonesia as a nation committed to the advancement of education. P5 is part of the implementation of the Independent Curriculum which seeks to build character and Pancasila values in students. The profile of Pancasila learners consists of six dimensions, namely: (1) Faithful, devoted to God Almighty; (2) Independent; (3) Mutual cooperation ; (4) Global Diversity; (5) Critical reasoning; and (6) Creative. As an important part of the education process, the Pancasila Learner Profile Strengthening Project is responsible for shaping learners' personalities. This P5 seeks to foster the values of the Pancasila Learner Profile in learners, one of which includes the spirit of Mutual cooperation .

Mutual cooperation has been the personality and characteristic of the Indonesian people since ancient times. Mutual cooperation is defined as a form of cooperation from one group of people or a particular community that aims to help group members or for common interests (Ali, Aisyah M., 2018: 60). Mutual cooperation is a social

concept that embodies cooperation and mutual assistance as a form of togetherness in community life. The attitude of Mutual cooperation is a strong foundation in building social harmony and solidarity. In the context of education, this attitude not only affects social relations, but also shapes the personal character of learners and makes a positive contribution in developing their personalities.

In reality, education in Indonesia is experiencing a value crisis. Schools only produce cognitively intelligent learners, who are highly proficient in theory and technology, but do not apply social and human values. In this modern era, learners are faced with various challenges in forming positive characters, including the low attitude of Mutual cooperation. The attitude of Mutual cooperation is one of the things that most distinguishes Indonesia as a country. However, at present, many Indonesian cultures and traditions have begun to fade, including the attitude of Mutual cooperation (mutual cooperation). (Putri et al., 2023: 96).

One of the influential elements or factors in fading the culture of Mutual cooperation is the adoption of modernization, the flow of modernization that has penetrated Indonesia has an impact on the formation of community character, especially among the younger generation, which tends to show a very selfish individualistic nature. This reflects that the western lifestyle is not in line with our cultural values. (Putri et al., 2023:100).

Another factor that affects the value of mutual cooperation is technological development. Technological developments in this era of globalization have resulted in the degradation of the character of mutual cooperation which is accompanied by the emergence of laziness, a high lifestyle and a high sense of egoism. (Mulyani et al., 2020). The social education process that allows empathy in human relations is lost due to the emergence of "electronic space" in the life process on a widespread basis. (Dewi, 2019: 95). Apart from that, the conditions of covid-19 also had a major impact on the attitude of mutual cooperation. At that time, the government imposed a Distance Learning (PJJ) policy. The covid-19 pandemic has an adverse impact on social and emotional abilities, where children experience decreased interaction, decreased motivation, a tendency to be lazy, and sometimes show angry attitudes (Rahmat, et al., 2023: 19). Therefore, there needs to be a concrete effort to restore the spirit of Mutual cooperation among students.

Based on the results of pre-research in the form of observations and interviews at SMP Negeri 8 Purwokerto, it was found that students often faced several things related to the dimensions of mutual cooperation attitudes. First, the existence of unsupportive social environmental relationships, where individualism often dominates collective values, for example in urban environments, especially housing, where social interactions are often limited to daily affairs, people rarely engage in social activities or help each other, thus creating a sense of isolation and lack of social support. Secondly, there is a lack of understanding of the importance of cooperation and contribution to togetherness in both school and community settings. Third, the impact of technological developments that isolate individuals from direct social interaction, reducing opportunities to learn to cooperate.

Therefore, understanding and addressing this challenge is crucial in strengthening the attitude of Mutual cooperation in students. There needs to be a concrete effort to restore the spirit of Mutual cooperation among students. One innovative initiative to instill the values of the Pancasila Learner Profile, especially Mutual cooperation, to students is the Pancasila Learner Profile Strengthening Project. It is hoped that learners can internalize these principles in their daily lives through this P5.

2. RESULT AND DISCUSSION

2.1. Results Description

2.1.1. Project Condition Strengthening Pancasila Student Profile (P5)

The results of data processing about the tendency of the conditions for implementing the Pancasila Student Profile Strengthening Project can be seen from the following table:

Criteria	Frequency (N)	Percentage (%)
High	109	46
Medium/enough	121	51
Low	7	3

Source: Research data, 2024

Based on the table above, it can be seen that the results of students' perceptions on the variable strengthening of the Pancasila student profile at SMP Negeri 8 Purwokerto are categorized as moderate with a frequency of 121 students and a percentage of 51%. This condition can be seen from several indicators of strengthening the Pancasila learner profile project, namely holistic, contextual, learner-centered and the last one is related to exploratory matters. The condition of the implementation of P5 in SMP Negeri 8 Purwokerto can be seen from the results of data processing for each indicator as follows:

Table 2. P5 Implementation Condition at SMP Negeri 8 Purwokerto

No.	Indicator P5	Percentage by Category (%)		
		Low	Medium	High
1	Holistic	9	9	82
2	Contextual	4	76	20
3	Learner-Centered	10	8	82
4	Exploratory	8	12	80

Source: Research data, 2024

Based on table 2 regarding the condition of students towards P5, it can be seen that the majority of respondents at SMP Negeri 8 Purwokerto on holistic indicators get a result of 82% including in the high category, contextual indicators get a percentage of 76% including in the medium category, learner-centered indicators get a result of 82% including the high category and exploratory indicators get a result of 80% including the high category.

2.1.2. Condition of Mutual Cooperation Attitude

The results of data processing about the tendency of mutual cooperation attitude conditions can be seen from the following table:

Table 3. Learners' Perception of Mutual cooperation

Criteria	Frequency	Percentage (%)
High	94	40
Medium	128	54
Low	15	6

Source: Research data, 2024

Based on the table above, it can be seen that the perception of students on the mutual cooperation variable at SMP Negeri 8 Purwokerto is categorized as moderate with a frequency of 128 students and a percentage of 54%. In addition, there are students' perceptions of several indicators contained in the following mutual cooperation attitude:

Table 4. Condition of Students' Mutual Cooperation Attitude at SMP Negeri 8 Purwokerto

No.	Indicator P5	Percentage by Category (%)		
		Low	Medium	High
1	Collaboration	9	10	81
2	Care	6	11	83
3	Share	10	5	85

Source: Research data, 2024

Based on the table above regarding the condition of students towards mutual cooperation attitudes, it can be seen that the majority of respondents at SMP Negeri 8 Purwokerto based on 3 existing indicators obtained research results on collaboration indicators obtained a result of 81% including in the high category, caring indicators obtained a percentage of 83% including in the high category, and sharing indicators obtained a result of 85% including the high category.

2.2. Hypothesis Test Results

2.2.1. Normality Test

The normality test is used to test whether the data that has been obtained is normally distributed or not. This test is highly dependent on the accuracy of the researcher in looking at the data plotting. Data can be declared normally distributed, namely with the provisions of probability (sig) > 0.05. The results of the data normality analysis are as follows:

Table 5. Kolmogorov-Smirnov Data Normality Test Results One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		237
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.59115209
Most Extreme Differences	Absolute	.055
	Positive	.041

	Negative	-.055
Test Statistic		.055
Asymp. Sig. (2-tailed)		.079 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Research data, 2024

Based on the results of the normality test using SPSS in the table above, the significance value (2-tailed) is 0.079. Then the value of $0.079 > 0.05$. So, seeing the results obtained from the data normality test using Kolmogorov smirnov can be declared normally distributed.

2.2.2. Simple Linear Regression Analysis

Linear regression analysis is used to determine or show the direction of the relationship between the independent variable and the dependent variable in the study. The results of the simple linear regression test analysis can answer the existing hypothesis. The simple linear test results are as follows:

Table 6. Simple Linear Regression Analysis Results Table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10473.624	1	10473.624	141.303	.000 ^b
	Residuals	17418.663	235	74.122		
	Total	27892.287	236			

a. Dependent Variable: GotongRoyong
b. Predictors: (Constant), P5

Source: Research data, 2024

Based on the research results in the table above, it can be seen that the significance value obtained is 0.000. So $0.000 < 0.05$, thus indicating that the media variable Pancasila student profile project (X) affects the mutual cooperation variable (Y), or there is a positive influence of the intensity of the implementation of P5 on the mutual cooperation attitude of students.

2.2.3. T Test Results (Partial)

By using the t-test, we can determine whether the independent variable has a significant and positive effect on the dependent variable partially. If the significance value is greater than 0.05, then the variable is considered to have no effect, but if the significance value is lower than 0.05, then the variable is considered to have an effect. The T test results are as follows:

Table 1. T Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.089	5.438		6.453	.000
	P5	1.064	.090	.613	11.887	.000

a. Dependent Variable: GotongRoyong

Source: Research data, 2024

Based on the output results of the t test data processing in table 4.7 above obtained, that with a significance value of 0.000. So $0.000 < 0.05$, so it can be seen that H_a is accepted and H_o is rejected, then the Pancasila Student Profile Strengthening Project has a partial effect and has a significant effect on the mutual cooperation attitude of students. As it is known that the t table is $237 - 2 = 235$ with a significance of 5%, the t table is 1.970, while for t the count is greater, namely 11.887 or $t \text{ count} > t \text{ table}$ ($11.887 > 1.970$), so it can be interpreted that there is a positive influence on the implementation of P5 on the attitude of mutual cooperation of students at SMP Negeri 8 Purwokerto.

2.2.4. Determination Coefficient Tes

The coefficient of determination is used to determine the contribution of variable X or the influence of variable Y. This coefficient test is to determine how much the value of the choreography between variable Xtt and variable Y, The results of the coefficient of determination test analysis are as follows:

Table 2. Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613 ^a	.376	.373	8.609

a. Predictors: (Constant), P5

Source: Research data, 2024

Based on table 4.8 above, the correlation value R is 0.613. The result of the coefficient of determination R square shows 0.376 which means that there is an influence of the implementation of the Pancasila Student Profile Strengthening Project on the mutual cooperation attitude of students with a value of 37.6%.

2.2.5. Correlation Coefficient Results

How strong the relationship between two variables can be assessed using the correlation coefficient test. The hypothesis of this study is that the Pancasila Student Profile Strengthening Project has a positive influence on the dimension of students' mutual cooperation attitude at SMP Negeri 8 Purwokerto. The following are the results of the correlation test in this study:

Table 3. Correlation Test Results

Correlations			
		P5	GotongRoyong
P5	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.000
	N	237	237
GotongRoyong	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.000	
	N	237	237

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research data, 2024

Based on the results of the correlation test 4.9 above, the significance value (2-tailed) is 0.000 < 0.05, it can be interpreted that there is a correlation between variable X and variable Y. Which then obtained a person correlation value of 0.613 is included in the strong category. So it can be seen that there is a strong relationship between variable (X), namely the Pancasila Student Profile Strengthening Project and variable (Y), namely the attitude of mutual cooperation.

One way of achieving the Pancasila Learner Profile is through the Pancasila Learner Profile Strengthening Project. This program gives learners the opportunity to learn as a process of strengthening their character and also gives them the opportunity to learn from their surroundings (Sadeli, 2024:209). So based on this opinion, it is clear that the Pancasila Learner Profile Strengthening Project is an important thing that is beneficial in shaping the character of students. Thus, the Pancasila Learner Profile Strengthening Project not only provides theoretical understanding and knowledge but also encourages learners to internalize and apply the values of Pancasila in their daily behaviour and actions. This is important in shaping the next generation that has strong character, high morality, and good citizenship awareness.

The method used by researchers to determine the effect between P5 and mutual cooperation is through the magnitude of the coefficient of determination which is denoted R² (R square). It is known that the R square value is 37.6, so it can be concluded that the effect of implementing P5 on the mutual cooperation attitude of students at SMP Negeri 8 Purwokerto is 37.6%. The R value or correlation value is known to be 0.61 which is included in the strong category. In addition, the effect of the implementation of P5 on the attitude of mutual cooperation can be seen from the diagram below:

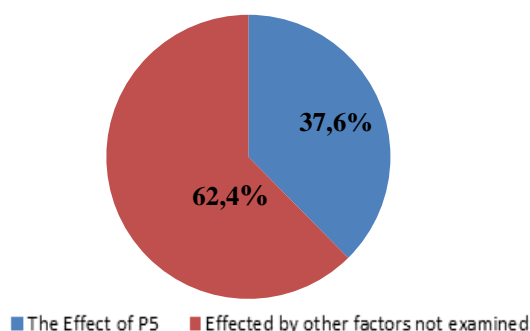


Diagram 1. The Effect of P5 Implementation on Students' Mutual Cooperation Attitude

The diagram above explains that the implementation of P5 has a positive effect on the attitude of mutual cooperation, this is in accordance with the opinion conveyed by Zalukhu et al (2023) which explains that P5 has a positive influence on the character and moral formation of students in junior high school, strengthened by the opinion of Kharisma et al (2023: 1125) which explains that this P5 activity produces a spirit of mutual cooperation, because there is an increase in the character of students ranging from togetherness, empathy, mutual cooperation, help, and solidarity. In this study, the focus was on mutual cooperation and the research findings showed that the attitude of students became better in terms of cooperation, helping, empathy, and solidarity. this P5 activity improves the character of mutual cooperation, mutual assistance, empathy, and solidarity among students (MKM, Laily et al., 2024: 1).

The research findings revealed that the implementation of P5 can encourage learners to work together. P5 has a positive influence on learners' mindset. P5 encourages them to be more empathetic towards others and more sensitive to collective needs. This can be seen in P5 activities, where learners actively participate in various activities designed to strengthen the values of the Pancasila Learner Profile. In addition, they are also more open to teamwork and respect for individual differences.

One of the skills needed in the 21st century is collaboration skills. It is very important to be instilled and developed by students at school. Collaboration skills have a very important urgency in 21st century learning and life in the present era. In the complex and connected modern world, many jobs require collaboration across disciplines and across cultures. Collaboration skills enable individuals to work effectively in teams, combining different expertise and perspectives to achieve a common goal. As the foundation of Indonesia, Pancasila emphasizes the importance of cooperation and solidarity in society. Learners are educated to work together in teams, through group activities learners appreciate differences, respect each other, and work together to achieve common goals (Mooduto & Otaya, 2023:104).

In line with the above opinion, the research results revealed that students feel the need to have collaboration skills. P5 activities are very much related to the collaboration skills of students, because in its implementation it is arranged by design which requires cooperation and communication between fellow friends. A concrete example is through discussions to complete the project. In discussion activities there is a process of listening to each other's opinions and building ideas and perspectives between friends to complement each other. In addition, P5 involves various parties not only teachers, students, and parents, but also with the community and other stakeholders to collaborate with each other with the aim that students can explore more and provide a more meaningful learning experience.

Through collaboration, learners not only listen and receive information, but also actively engage in the learning process. They learn how to communicate effectively, build ideas together, and value individual contributions in achieving better results. Through collaboration, individuals learn to appreciate differences and utilize them as a source of strength. This supports the establishment of a work culture that is inclusive and respectful of diversity, which is essential in an increasingly global and multicultural society.

From the above, it can be seen that P5 is an important initiative that can greatly benefit learners' collaboration skills. The project invites learners to apply the values of Pancasila in their daily lives. Through various activities such as simulations, social projects, or group discussions, they can see how these values can be put into action. The project also strengthens learners' civic identity. They learn to appreciate diversity and understand the importance of unity in diversity, which is a fundamental value in Pancasila as Indonesia's state ideology.

The practice of embedding a collaborative approach in P5 in learners is not only learning from their own point of view or perspective, but also in a process where learners can exchange ideas, share knowledge and experiences and work together to solve a problem. In addition, it can also train learners' collaborative

communication skills which are certainly useful for everyday life. This enriches their learning experience and builds valuable social and cognitive skills.

Mutual cooperation is an important character in the Pancasila Learner Profile Strengthening Project because it can help learners develop an attitude of mutual help and care for others, and strengthen the principle of togetherness in activities (Kharisma et al., 2023: 1154). In the process of applying Mutual cooperation in the implementation of P5, learners learn to understand other people's perspectives. In addition, they also learn to care about the conditions and needs of others around them.

The cultivation and development of the value of social care by teachers and students will produce a new generation that respects and helps others, and collaborates to prosper the school environment and the surrounding community. (Aini et al., 2023:3822). This not only includes teaching about the importance of social care, but also linking the application of the value of care in real life.

The research revealed that caring can create a positive and supportive learning environment. A concrete example of this is when learners experience problems in one part of the task done by a team member who is facing personal problems, other team members take the initiative to share the workload and provide moral support. This shows that there is a caring attitude that grows during the implementation of P5. Such care can strengthen good relationships between learners.

A caring attitude is important to teach learners. Learners' understanding of caring helps them understand and feel the feelings of others. It is the basis of empathy, which is essential for healthy human relationships and building an inclusive society. By understanding the meaning of the importance of social care, learners learn to take responsibility for their actions, making them more aware of the impact of their attitudes and actions on others and the environment. From this, it is known that the implementation of P5 in schools teaches caring attitudes to learners not only about moral aspects, but also an investment in shaping individual learners who are responsible, caring, and able to play a real role in society.

Consistent implementation of P5 in an effort to instill and strengthen the values of social care, it is hoped that students will grow into academically successful individuals who also have high social awareness and are able to take a role in building a better nation.

Cultivating a sharing attitude in learners is very important to build their individual character. The habituation of sharing is believed to help learners' interpersonal social development. It has many benefits, such as teaching learners the value of togetherness, increasing their concern for others, and improving their social development as the number of peers increases (Puspitasari & Resmalasari, 2022:72).

In relation to the above, the results of the study revealed that students felt the need to instill an attitude of sharing at school. A sharing attitude can help in fostering good relationships with others. When people share with each other, they are indirectly encouraged to learn to become people who care more about the conditions of the environment around them. A concrete example of sharing in the implementation of P5 is when learners work on a problem they are encouraged to actively share and accept ideas, information, and also the knowledge they have and care about their classmates. Instilling the habit of sharing attitudes in learners, can be an investment in the formation of future generations who will pass on these values to future generations, in this case not only forming better individual learners morally and socially, but also leading to the formation of a more inclusive, empathetic, and sustainable society as a whole.

3. CONCLUSION

Based on the results and discussion that has been presented, The Pancasila Student Profile Strengthening Project has a strong and positive influence on the mutual cooperation attitude of students including indicators of collaboration, caring and sharing with others, with a correlation value of 0.61 and the amount of influence is 37.6%. This is indicated by the mindset of students who encourage the ability of students to collaborate and cooperate with each other, sensitivity and concern for the social environment and the attitude of sharing shown by students during the implementation of P5 at school.

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