

## Exploring The Influence of Project for Strengthening the Profile of Pancasila Students and School Culture to Character Building: The Mediating Role of Student Self-Awareness

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### Abstract

Self-awareness plays an important role in helping students understand and enable them to apply their values, beliefs and attitudes towards Pancasila and school culture. This research aims to explore the Project for Strengthening the Pancasila Student Profile (P5) and school culture in shaping student character through student awareness at MTsN 10 Magetan. The survey method was used by purposive sampling of 298 students. PLS-SEM analysis was carried out to test the conceptual model and analyze the data. The results show that the P5 has a positive impact on students' character formation, with self-awareness playing a mediating role between "P5" and school culture. The implications highlight the importance of integrating Pancasila values and school culture in character building, as well as recommending more intensive education programs to strengthen the profile of Pancasila and school culture for students, by involving teachers and students in supporting activities.

**Keywords:** project for strengthening the profile of pancasila students, school culture, student character, self-awareness, PLS-SEM

### Abstrak

Kesadaran diri berperan penting dalam membantu siswa memahami serta memungkinkan dapat menerapkan nilai-nilai, keyakinan, dan sikap mereka terhadap Pancasila dan budaya sekolah. Penelitian ini bertujuan untuk mengeksplorasi Proyek Penguatan Profil Pelajar Pancasila (P5) dan budaya sekolah dalam membentuk karakter siswa melalui kesadaran siswa di MTsN 10 Magetan. Metode survei digunakan dengan pengambilan sampel secara purposive sampling sebanyak 298 siswa. Analisis PLS-SEM dilakukan untuk menguji model konseptual dan menganalisis data. Hasilnya menunjukkan bahwa P5 berdampak positif pada pembentukan karakter siswa, dengan kesadaran diri memainkan peran mediasi antara "P5" dan budaya sekolah. Implikasinya menyoroti pentingnya integrasi nilai-nilai Pancasila dan budaya sekolah dalam pembangunan karakter, serta merekomendasikan program pendidikan yang lebih intensif untuk memperkuat profil Pancasila dan budaya sekolah bagi siswa, dengan melibatkan guru dan siswa dalam kegiatan pendukung.

**Keywords:** proyek penguatan profil siswa pancasila, budaya sekolah, karakter siswa, kesadaran diri, PLS-SEM

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## INTRODUCTION

A country's national development is closely related to education, an aspect that directly influences its progress. Education plays an important role in ensuring a nation because it forms individuals who can contribute proactively to a more civilized and better social life (Ardyansyah et al., 2023; Galdames-Calderón, 2023). The character and quality of its citizens are key determinants of a country's progress. The educational movement is the responsibility of the education unit, to strengthen the character of students through harmony between heart, mind, interests, and sports, which is achieved through collaboration between the education unit, family, and society (Ndari et al., 2024; Suryandari et al., 2023). Aqila & Tirtoni (2023) defines character as reflecting an internal disposition that can be relied upon to respond to situations in a morally good way. This involves traits that are formed through interaction, shaping an individual's attitudes, thought processes, and values. Therefore, the character is a collection of behavioural values towards God, oneself, other people, the environment, and the country, which are formed by various influences such as religious norms, law, ethics, culture, and customs (Arteaga-Cedeño et al., 2022; Hanaysha et al., 2023).

Crucial factors that influence the building of student character include family, teachers, the surrounding environment, and educational media (Demissie & Egziabher, 2022; Hanaysha et al., 2023). If one of these elements is missing, it can hinder the development of students' character, because the role of teachers, media, and learning models faced by students play an important role (Fahri et al., 2023; Fawait et al., 2020). To strengthen character building, educators need to form and strengthen values related to positive traits. Foremost among these factors is the love and support provided by the family, which is very important for a smooth process of character building (Aqila & Tirtoni, 2023; Jones et al., 2019; Maryanti & Asjjari, 2022). Lack of family support can hinder character development, especially if family harmony is disturbed.

Character building in students can be improved through implementing school culture and combining programs such as the Independent Curriculum, especially Strengthening the Pancasila Student Profile (P5) (Ikhrum et al., 2023; Marhenno & Ulfatun, 2024). The term "Independent Curriculum" comes from the Greek words "curriculum" meaning runner, and "cure," meaning a place to run (Aini & Adiyono, 2023; Istaryaningtyas et al., 2021). This shows that the curriculum is a tool intended to change or maintain life amidst change. Therefore, changes in the school curriculum are the government's effort to keep up with the times, preventing educational stagnation.

Nadiem Makarim's initiative, namely the Independent Curriculum, aims to create a pleasant learning environment, emphasizing independent thinking, freedom of work, and respect for and adaptation to change. In this digital era, technology significantly influences the quality of education, so educators and students need to incorporate digital learning tools (Hizam et al., 2021; Mahardhani & Asrori, 2023). The Independent Learning concept encourages students to think independently, forming a sense of independence in acquiring knowledge. In the Independent Curriculum Framework, P5 is a program designed to instil character values and skills in everyday life, involving six main dimensions: faith, devotion to God Almighty, noble morals, global diversity, cooperation, independence, thinking critically, and creative.

The vision of Indonesian education, understood by students, is to create a developed, sovereign, independent Indonesia through the creation of Pancasila students. The Pancasila Student Profile responds to the competencies desired by the Indonesian education system, aiming to produce competent lifelong learners, who have character and



are in line with the values of Pancasila. P5 provides opportunities for students to experience knowledge as a process of character-building and making positive contributions to their environment. Research by Sukma Ulandari and Desinta Dwi Rapita explains the design, management, assessment, and reporting process of the P5 project, showing its effectiveness in strengthening the Pancasila dimensions of student character. In character building, the implementation of school culture is crucial. School culture includes the basic assumptions, values, beliefs, traditions, and habits that are developed and maintained within a school community, influencing the attitudes and behaviour of its members.

Furthermore, internal factors such as self-awareness also make a significant contribution to character building. Self-awareness is an individual's cognitive ability to understand his about emotions, behaviour, and thoughts. Self-awareness is based on a state of conscious wakefulness and is accompanied by attention that focuses on internal conditions within oneself. So, individuals who are in their teens need to have self-awareness that can function well. Someone who has good self-awareness will have the ability to direct thoughts and actions as well as the ability to criticize themselves. Therefore, teenagers need to have good self-awareness skills to evaluate, monitor, and control themselves, producing constructive criticism and self-direction.

The Project for Strengthening the Profile of Pancasila Students (P5) has become an important focus in education in Indonesia, with the main aim of developing valuable student character and preserving Pancasila (Ndari et al., 2024; Zuhroh, 2023). Previous research shows that a problem-based learning approach that focuses on Pancasila can influence student motivation and learning outcomes, as well as encourage the development of critical reasoning character (Ningsih et al., 2024; Wardani et al., 2023). In addition, the Independent curriculum in Indonesia has introduced P5 as a supporter of extracurricular activities, which reflects the important role of an educational character in the new curriculum. Other research suggests that the project aims to increase students' self-awareness, which is an important aspect of character development (Syofyan et al., 2022). Thus, it can be concluded that the Project for Strengthening the Profile of Pancasila Students has significant potential in directing student character development, with a focus on developing Pancasila values and forming valuable character. Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

**H-DIR<sub>1&3</sub>**: Project for Strengthening the Profile of Pancasila Students (P5) influences self-awareness and the building of students' character building.

A positive school culture can influence the development of student character, including moral, ethical, and leadership aspects. In this context, it is assumed that a school culture that encourages positive values, cooperation, and character development can play a significant role in shaping student character (Maryono et al., 2023; Wati & Utami, 2023). Therefore, the main hypothesis of this research is that there is a positive relationship between school culture and student character development, where a positive school culture will contribute to the building of stronger and more positive character in individuals. Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

**H-DIR<sub>2&4</sub>**: School culture influences student awareness and character building.

Awareness of student character is an important aspect that can be built through consideration of various relevant sources (Beal et al., 2023; Yao et al., 2022). An in-depth understanding of the characteristics of each student, whether through classroom



observations, personal interactions, or performance assessments, can be the basis for forming better awareness. Through this approach, educators can adapt learning strategies to meet individual needs and facilitate positive character growth (Bulmer et al., 2022; Mertens et al., 2022). Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

**H-DIR<sub>5</sub>**: self-awareness influences student character building.

The Project for Strengthening the Profile of Pancasila Students (P5) has a positive influence on students' character by instilling Pancasila values in their daily lives (Aqiila & Tirtoni, 2023; Zakso et al., 2022). Through P5, students are taught to appreciate values such as cooperation, social justice, and democracy, which are the foundations of Pancasila. Learners are actively involved in planning learning, and developing the skills, attitudes, and knowledge necessary to complete the project within a specified period. This helps them hone their analysis skills and solutions, and feel responsible for contributing to solving these problems. P5 encourages students to be more concerned about the issues around them and feel proud of the results of the achievements they have put in optimal efforts (Minsih et al., 2023; Sakti et al., 2023). With P5 as an important part of education in Indonesia, it is hoped that the younger generation will grow into individuals who have a deep understanding of the noble values of Pancasila and are ready to face global challenges with strong and competent character. Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

**H-IND<sub>1&2</sub>**: Self-awareness mediates the positive influence of the Project for Strengthening the Profile of Pancasila Students (P5) and school culture on student character building.

In this research there are several important new things from the Pancasila Student Profile (P5) project which is an important focus in education in Indonesia. P5 aims to develop valuable student character and maintain Pancasila values. Previous research shows that a problem-based learning approach that focuses on Pancasila can influence student motivation and learning outcomes, as well as encourage the development of critical thinking character. In addition, the independent curriculum in Indonesia has introduced P5 as a supporter of extracurricular activities, which reflects the important role of educational character in the new curriculum. Other research suggests that the project aims to increase students' self-awareness, which is an important aspect of character development. Therefore, it can be concluded that the Project to Strengthen the Pancasila Student Profile has significant potential in directing student character development, with a focus on developing Pancasila values and forming valuable character

## METHOD

This research applies a quantitative approach with survey research methods (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). This research design uses an explanatory and correlational approach using Partial Least Squares Structural Equation Modelling (PLS-SEM) which is an approach used to explore the relationship between variables in a conceptual model. PLS-SEM is a multivariate statistical method used to analyse the relationship between latent or measured variables in a structural model. By using this approach, this research combines explanatory and correlation elements to better understand the complexity of the relationships between variables in a conceptual model. PLS-SEM allows researchers to test models holistically, including identifying cause-and-effect relationships and correlation relationships between variables, thereby providing a deeper understanding of the observed phenomenon. This



research uses probability sampling with random sampling techniques. The sample in this study was 298 students at MTsN 10 Magetan.

The data collection technique used in this research is a five-variable questionnaire. Research design with an explanatory and correlation approach to determine the relationship between independent variables (Project for Strengthening the Profile of Pancasila Students and School Culture), mediation (Self-Awareness), and dependent variables (Character Building). This research uses a Likert scale consisting of 5 alternative answers from strongly agree to strongly disagree (Daryono et al., 2020; Widyastuti et al., 2023). Data collection was carried out using a survey method via Google Forms. Research instrument variables are shown in Table 1.

**Table 1.**

The Construct of the Research Variables

No	Variable	Indicator	Constructs	References
1	Project for Strengthening the Profile of Pancasila Students (P5) (X <sub>1</sub> )	Have faith	P51	(Ndari et al., 2024, 2024; Ningsih et al., 2024; Syofyan et al., 2022; Utaminingsih et al., 2023; Utari & Afendi, 2022; Wardani et al., 2023; Zuhroh, 2023)
2		Have noble character	P52	
3		Global Diversity	P53	
4		Systematic Thinking	P54	
5		Empathize and Respect	P55	
6		Creative	P56	
7		Responsibility	P57	
8	School Culture (X <sub>2</sub> )	Feeling safe and comfortable	SC1	(Maryono et al., 2023; Muhajir et al., 2023; Sesario, 2023; Sukirno et al., 2023; Suminar et al., 2023; Wati & Utami, 2023)
9		Tolerance	SC2	
10		Values and beliefs	SC3	
11		Facilities and infrastructure	SC4	
12		School Rules and Regulations	SC5	
13		Religious Routines	SC6	
14	Self-Awareness (Z)	Realizing Potential	SA1	(Beal et al., 2023; Bulmer et al., 2022; Geary & Xu, 2022; Kashiwa, 2022; Kreibich et al., 2022; London et al., 2023; Mertens et al., 2022; Yao et al., 2022)
15		Realizing Interests	SA2	
16		Become Aware	SA3	
17		Pay attention to your appearance	SA4	
18		Expressing of Emotions	SA5	
19		Anticipate Negative Behavior	SA6	
20		Forming and Improving Attitudes	SA7	
21	Character Building (Y)	Grateful	CB1	(Aqiila & Tirtoni, 2023; Fahri et al., 2023; Junaidin et al., 2024; Marhenno
22		Religious	CB2	
23		Honesty	CB3	
24		Tolerance	CB4	
25		Discipline	CB5	



No	Variable	Indicator	Constructs	References
26		Hard work	CB6	&Ulfatun, 2024;
27		Critical Reasoning	CB7	Minsih et al., 2023;
28		Never give up	CB8	Sakti et al., 2023;
29		Independent	CB9	Zakso et al., 2022)

Statistical analysis of this research uses the PLS-SEM measurement technique. The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor ( $\lambda > 0.70$ ), and the reflective construct AVE ( $> 0.50$ ) (Apriliani et al., 2023; Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). Reliability estimates use cronbach Alpha, Rho\_A, and CR values ( $> 0.70$ ). The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output (Daryono et al., 2023; Hariyanto et al., 2022). The inner model testing stage is to test the significance of the direct (H-DIR<sub>1-5</sub>) and indirect effects (the mediating role of H-IND<sub>1-2</sub>).

## RESULT AND DISCUSSION

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research objectives and have good quality. Examining construct validity is the primary goal of measuring model evaluation. Analyzing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

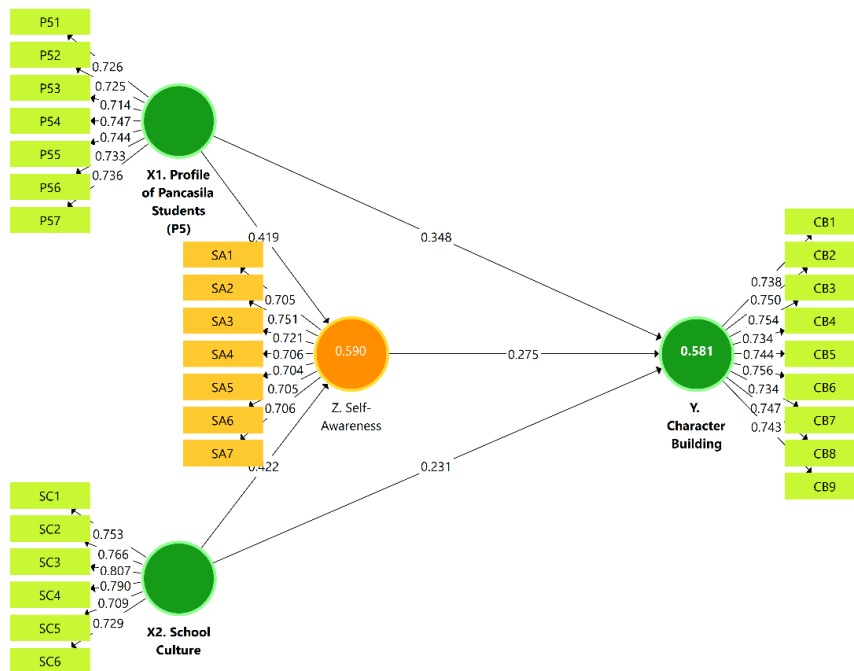


Figure 1. Evaluation of the Measurement Model



Based on Table 2, the overall loading factor value for each sub-variable is  $>0.70$  (0.704 - Revealing the Impact of Emotions 0.807 - Values and beliefs). This can be interpreted as meaning that the level of correlation between sub-variables and variables that can be explained is 70.40% to 80.70%. The Average Extracted Variance (AVE) value for each variable has a value of  $>0.50$  (0.510 – self-awareness (Z) to 0.577 – School Culture (X<sub>2</sub>). So it can be concluded that each sub-variable and variable in the instrument in the research model has supported the validity requirements convergent. Based on the loading factor coefficient value, the most dominant statement item in measuring character is Values and Beliefs of 0.807 (BS3). This can be interpreted that the Guidance construct can measure teacher professional competence by 80.70%. Meanwhile, the weakest item is the construct Revealing the Impact of Emotions was 0.704 (KS5 = 70.40%).

**Table 2.**  
 Outer Model: Convergent Validity and Reliability

No	Variables	Constructs	Convergent Validity		Consistency Reliability		
			FL ( $\lambda$ $>0,70$ )	AVE ( $>0,50$ )	CA ( $\alpha$ $>0,70$ )	rho_A ( $\phi$ $>0,70$ )	CR ( $\delta$ $>0,70$ )
1	Project for Strengthening the Profile of Pancasila Students (P5)	P51	0.726	0.536	0.856	0.857	0.890
2		P52	0.725				
3		P53	0.714				
4		P54	0.747				
5		P55	0.744				
6		P56	0.733				
7		P57	0.736				
8	School Culture	SC1	0.753	0.577	0.853	0.853	0.891
9		SC2	0.766				
10		SC3	0.807				
11		SC4	0.790				
12		SC5	0.709				
13		SC6	0.729				
14	Self- Awareness	SA1	0.705	0.510	0.840	0.840	0.879
15		SA2	0.751				
16		SA3	0.721				
17		SA4	0.706				
18		SA5	0.704				
19		SA6	0.705				
20		SA7	0.706				
21	Character Building	CB1	0.738	0.554	0.899	0.900	0.918
22		CB2	0.750				
23		CB3	0.754				
24		CB4	0.734				
25		CB5	0.744				
26		CB6	0.756				
27		CB7	0.734				
28.		CB8	0.747				
29.		CB9	0.743				



The Fornell-Larcker test is one of the methods used in Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the discriminant validity of the constructs in a model. This test aims to ensure that the different constructs in the model can be distinguished from each other. This is done by comparing the variance explained by the construct with the variance explained by other constructs in the model. If the variance explained by a construct is greater than the variance explained by another construct, then the construct has good discriminant validity. Based on the table below, the correlation value for school culture (X<sub>2</sub>) → school culture has a value of 0.760, which is greater than the correlation value for school culture (X<sub>2</sub>) with other variables character → 0.656; self-awareness → 0.701; and P5 → 0.666. And so on for assessing correlation with other variables.

**Table 3.**  
 Discriminant Vaidity: The Fornell Larcker

Variables	X2	Y	Z	X1
X2. School Culture	<b>0.760</b>			
Y. Character Building	0.656	<b>0.744</b>		
Z. Self-Awareness	0.701	0.681	<b>0.714</b>	
X1. Project for Strengthening Pancasila Student Profiles (P5)	0.666	0.695	0.700	<b>0.732</b>

One of the main purposes of HTMT testing is to measure discriminant validity in the model. HTMT is used to examine the extent to which the constructs measured by different indicators represent the same or different constructs in the model. HTMT is also useful for assessing multicollinearity between constructs in the model. Multicollinearity can occur when constructs are strongly related to each other, which can cause problems in the estimation and interpretation of results in SEM analysis. HTMT testing for all dimensions has a value of <0.90 (0.740 to 0.818). So it can be concluded that Fornell-Larcker and HTMT on the correlation of all variables in this research data instrument fulfill the discriminant validity test in measuring the increase in teacher professional competence.

**Table 4.**  
 Discriminant Validity: The HTMT

Variables	X2	Y	Z	X1
X2. School Culture				
Y. Character Building	<b>0.740</b>			
Z. Self-Awareness	<b>0.818</b>	<b>0.780</b>		
X1. Project for Strengthening Pancasila Student Profiles (P5)	<b>0.765</b>	<b>0.789</b>	<b>0.816</b>	

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analyzing the relationships between variables, researchers can identify the factors that contributed to the phenomenon and develop deeper insight into the dynamics involved.





$R^2$  (Coefficient of Determination) provides an overview of how well the PLS-SEM model explains variation in the observed endogenous variables (constructs). The higher the  $R^2$  value, the greater the proportion of variation in the construct that the model can explain.  $R^2$  allows comparison between different PLS-SEM models. Researchers can use  $R^2$  values to compare the effectiveness of different models in explaining variation in observed constructs. Based on Table 5, the  $R^2$  on the Character Building variable obtained a value of 0.581, which means that School Culture, Self-Awareness, and Project for Strengthening Pancasila Student Profiles (P5) variables influence the Character Building variable by 58.10% and the remaining 41.90% is influenced by other external variables research model.

$f^2$  (effect size) is one of the measures in PLS-SEM to evaluate the strength of the effect of latent variables on the observed construct. Specifically,  $f^2$  measures the predictive power of a latent variable against a particular construct in the model. More specifically,  $f^2$  is calculated by dividing the square of the latent variable regression loading on a particular construct by the amount of residual error (error variance) from that construct. The results provide an idea of how much the latent variable contributes to explaining variation in the observed construct.  $f^2$  helps in determining how significant the contribution of latent variables is to the observed construct.  $f^2$  allows comparison between the contributions of several latent variables to the same construct. so that it can be known and determine which latent variables have the strongest influence on the observed construct. So the output effect size shows that the most dominant variable in influencing character building is the Project for Strengthening the Profile of Pancasila Students (P5) ( $f^2 = 0.130$  in the strong category and the weakest variable is School Culture ( $f^2 = 0.057$ ) in the small category).

**Table 5.**  
 Measurement of Structural Model:  $R^2$ ,  $f^2$ ,  $Q^2$

Variables	$R^2$		$f^2$		Construct Cross-Validated( $Q^2$ )				
	Value	Decision	Value	Decision	Redundanc y		Communality		Power
					SSE	$Q^2$	SSE	$Q^2$	
X <sub>2</sub> . SC	-	-	0.057	Low	1416	-	843	0.404	Strong
Y. CB	0.581	Moderate	-	-	1452	0.316	1180	0.444	Strong
Z. SA	0.590	Moderate	0.074	Low	1176	0.288	1089	0.340	Strong
X <sub>1</sub> . P5	-	-	0.130	Low	1652	-	1029	0.377	Strong

The next test by looking at the predictive relevance value ( $Q^2$ ) aims to validate the predictive ability of the model according to the reality in the field. Based on the table above, all  $Q^2$  values exceed the cut point (greater than zero). The results of calculating the predictive relevance of  $Q^2$  obtained values of 0.316 to 0.288 on the Redundancy Construct Crossvalidated and 0.340 to 0.444 on the Communality Construct Crossvalidated. So the model in measuring character as a whole can explain the model analysis by 34.00% to 44.40% of the phenomenon studied. The results of both procedures show that student character has strong predictive power.

One of the main goals of hypothesis testing is to examine the relationships between variables in a proposed model. This is done by analysing the strength and significance of the relationships between the variables identified in the model. Direct effect evaluation



allows researchers to test the consistency between empirical findings and the theory that supports the model. Furthermore, this test analyses the significance of the mediation effect in the research model. This is important for understanding the mechanisms underlying relationships between variables and how certain variables can mediate or change relationships between other variables.

A hypothesis can be accepted with significant criteria if it has a T-statistic value above 1.96. Meanwhile, the hypothesis can be accepted with a positive or negative influence if the  $\beta$ -value coefficient results indicate a positive or negative direction of influence. Based on Table 6, the hypothesis H-DIR<sub>1</sub> (P5) (X<sub>1</sub>) → character (Y) obtained  $\beta$ -values = 0.348 and  $\rho$ -values = 0.000 (<0.05). This shows that the variable Project for strengthening the profile of Pancasila students (P5) (X<sub>1</sub>) has a positive, significant effect on character (Y). This can be interpreted that when the variable project for strengthening the profile of Pancasila students (P5) (X<sub>1</sub>) increases then Character variables will also increase significantly.

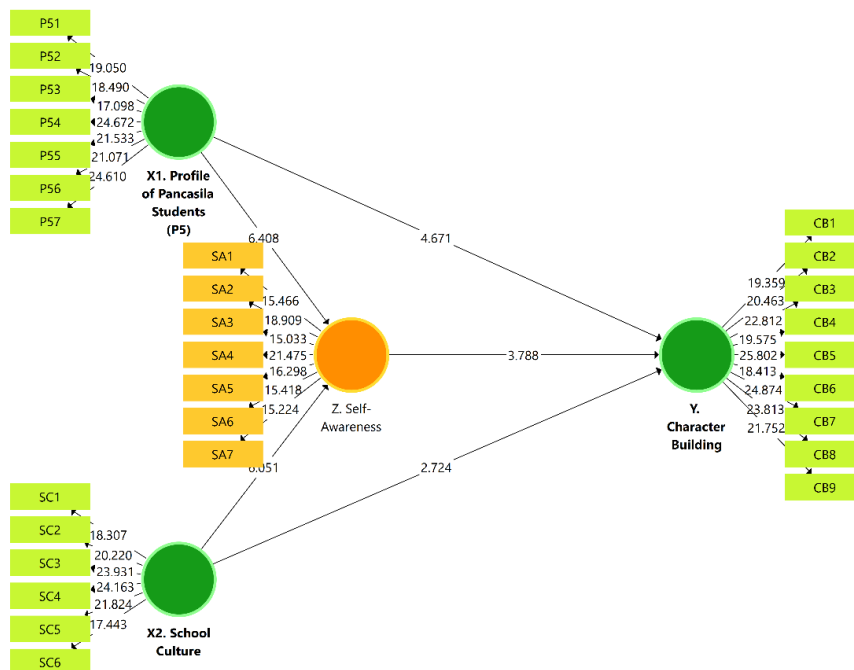


Figure 2. Evaluation of Structural Model

In the hypothesis H-DIR<sub>2</sub> (project for strengthening the profile of Pancasila students (P5) (X<sub>1</sub>) → self-awareness (Z) obtained  $\beta$ -values = 0.419 and  $\rho$ -values = 0.000 (<0.05). This shows that the variable project for strengthening the profile of Pancasila students (P5) (X<sub>1</sub>) has a positive, significant effect on self-awareness (Z). This can be interpreted that when the variable project for strengthening the profile of Pancasila students (P5) (X<sub>1</sub>) increases then the self-awareness variable will also increase significantly. In the H-DIR<sub>3</sub> hypothesis (school culture (X<sub>2</sub>) → character (Y) obtained  $\beta$ -values = 0.231 and  $\rho$ -values = 0.003 (<0.05). This shows that school culture (X<sub>2</sub>) has a positive and significant effect on character (Y). This can be interpreted as meaning that when the school culture variable (X<sub>2</sub>) increases, the awareness variable will also increase and vice versa.



**Table 6.**  
 Results of Path Coefficient: Direct Effects

Hyp.	Path Analysis	$\beta$ -Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	$\rho$ -Values (<0,05)	Decision
H-DIR <sub>1</sub>	P5 → CB	0.348	0.346	0.072	4.851	0.000	Accepted
H-DIR <sub>2</sub>	P5 → SA	0.419	0.421	0.061	6.847	0.000	Accepted
H-DIR <sub>3</sub>	SC → CB	0.231	0.231	0.078	2.949	0.003	Accepted
H-DIR <sub>4</sub>	SC → SA	0.422	0.422	0.065	6.467	0.000	Accepted
H-DIR <sub>5</sub>	SA → CB	0.275	0.279	0.073	3.741	0.000	Accepted

In the H-DIR<sub>4</sub> hypothesis (school culture (X<sub>2</sub>) → self-awareness (Z) obtained  $\beta$ -values = 0.422 and  $\rho$ -values = 0.000 (<0.05). This shows that school culture (X<sub>2</sub>) has a positive and significant effect on self-awareness (Z). This can be interpreted that when the school culture variable (X<sub>2</sub>) increases, the self-awareness variable will also increase and vice versa. In the H-DIR<sub>5</sub> hypothesis obtained  $\beta$ -values = 0.275 and  $\rho$ -value = 0.000 (<0.05). This shows that self-awareness has a positive and significant effect on character (Y). This can be interpreted that when the self-awareness variable increases, the character variable will also experience an increase and vice versa.

**Table 7.**  
 Results of Path Coefficient: Indirect Effects

Hyp.	Path Analysis	$\beta$ -Values (+/-)	SDV	T-Statistics (>1,96)	$\rho$ -values	Decision	Mediating Role
H-IND <sub>1</sub>	P5 →SA →CB	0.115	0.034	3.361	0.001	Accepted	Partial mediation
H-IND <sub>2</sub>	SC →SA →CB	0.116	0.038	3.020	0.003	Accepted	Partial mediation

Based on Table 7, in the H-IND<sub>1</sub> hypothesis, the results of testing the mediating effect of the self-awareness variable (Z) can be concluded that there is a positive ( $\beta$ -values = 0.115) and significant (T-statistic 3,361>1.96 and  $\rho$ -value 0.001<0.05) influence. ) between the project for strengthening the profile of Pancasila students (P5) (X<sub>1</sub>) and character (Y) factors. So H-IND<sub>1</sub> stated, "there is a positive and significant influence on the role of self-awareness in mediating the project for strengthening the profile of Pancasila students (P5) on student character". In the H-IND<sub>2</sub> hypothesis, the results of testing the mediating effect of the self-awareness variable (Z) can be concluded that there is a positive ( $\beta$ -values = 0.116) and significant (T-statistic 3.020>1.96 and  $\rho$ -value 0.003<0.05) influence between the factors. school culture (X<sub>2</sub>) on character (Y). So H-IND<sub>2</sub> states "there is a positive and significant influence on the role of self-awareness in mediating school culture on student character".

The Project for Strengthening the Profile of Pancasila Students (P5) has a positive influence in significantly improving students' character. The P5 has a significant impact on the development of students' character, especially in the aspects of systematic thinking, empathy, and respect. First of all, through a focus on learning Pancasila values, this project provides a foundation for students to develop systematic thinking. They are invited to reflect on and apply the principles of Pancasila in their daily lives, enriching



their understanding of moral and ethical values Utari & Afendi, 2022; Wardani et al., 2023).

This research is in line with Ningsih *et al.* (2024) which states that the Project for Strengthening the Profile of Pancasila Students (P5) not only creates students who have systematic thinking, empathy, and respect, but also makes a positive contribution to the building of the character of the younger generation who have integrity and responsibility. responsible, and ready to play an active role in society. With this holistic approach, the P5 project provides a strong foundation for students' personal and social development in facing future challenges (Ndari et al., 2024; Utaminingsih et al., 2023). By implementing the Project for Strengthening the Profile of Pancasila Students (P5) you can increase students' awareness of Pancasila and the nation's noble values through an approach that focuses on local wisdom and character development (Ndari et al., 2024; Syofyan et al., 2022). This hypothesis is based on the assumption that activities related to local wisdom and character development can facilitate the process of internalizing Pancasila values by students, thereby increasing their awareness of the importance of Pancasila in daily life and education.

A school culture that pays attention to values and beliefs and provides facilities and infrastructure that support the building of students' character will have a positive impact on student's personal development. Through a strong school culture, students can learn to become individuals who are responsible, honest, disciplined, and have a strong belief in positive values in their lives. This research is in line with Maryono *et al.* (2023) which states that school culture influences student character through values such as honesty, discipline, cooperation, and responsibility. School facilities and infrastructure also influence the building of student character by creating a comfortable and orderly physical environment. School culture plays an important role in forming awareness in shaping several aspects such as values, norms and attitudes of students in the educational environment (Muhajir et al., 2023; Sesario, 2023). School culture includes the practices, rituals, and social interactions that shape collective identity. A positive cultural environment can increase students' awareness of moral values and social responsibility. Therefore, the stronger the influence of school culture, the higher the level of awareness that students will have in internalizing ethical values and social responsibility (Sukirno et al., 2023; Wati & Utami, 2023).

Awareness of interests and learning strategies has a very important role in forming student character. Through this awareness, students can optimize their learning potential, develop their abilities, and face learning challenges better (Bulmer et al., 2022; Geary & Xu, 2022). It also reflects students' belief in the importance of self-understanding and the development of effective learning strategies in achieving their educational and personal development goals. A greater awareness of students' character not only impacts their personal development but can also increase compliance and positive behaviour (Beal et al., 2023; Kashiwa, 2022). In this context, awareness includes students' understanding of academic demands, application of ethics in daily behavior, and understanding of social responsibility. The level of awareness of obligations and understanding of the consequences of actions can influence behaviour and shape students' overall character. Therefore, strengthening students' awareness of these aspects can be a key step in forming a more responsible and ethical generation.

This research is in line with London et al. (2023) which states that awareness of interests and learning strategies plays an important role in developing students' abilities and character. Identified interests can help students explore their talents and potential,



optimizing their self-development according to their interests. Effective learning strategies can develop good and independent study habits, and increase students' independence and persistence in achieving learning goals (Mertens et al., 2022; Yao et al., 2022). Furthermore, awareness of interests and learning strategies also helps students face challenges and difficulties in the learning process, increases motivation and helps find the right solution.

A positive school culture plays an important role in shaping students' character and encouraging their personal and academic growth. A culture that values integrity, empathy, and responsibility shapes students into responsible and ethical individuals, which not only helps them throughout their school years but also serves as a compass in guiding their actions throughout life (Maryono et al., 2023; Suminar et al., 2023). Additionally, a school culture that encourages curiosity and adaptability provides critical skills for a rapidly changing world, enabling students to be adaptive, flexible, and open to new experiences. School culture also influences students' social and emotional development, helping them form healthy relationships and practice empathy and respect (Muhajir et al., 2023; Wati & Utami, 2023). Ultimately, a positive school culture influences student academic achievement, forms a growth mindset in students, and encourages them to achieve excellence. Therefore, mediating awareness of the positive influence of school culture is essential to creating a learning environment that supports and encourages students' personal and academic growth (Aquila & Tirtoni, 2023; Fahri et al., 2023).

Based on the research results above, it can be concluded that the Project for Strengthening the Profile of Pancasila Students (P5) has a significant impact on developing student character, especially in thinking systematically, empathizing, and respecting (Junaidin et al., 2024; Marhenno & Ulfatun, 2024). By focusing on learning the values of Pancasila, this project supports the building of the character of the young generation who has integrity, and responsibility and is ready to play an active role in society (Minsih et al., 2023; Zakso et al., 2022). Furthermore, a school culture that pays attention to values and beliefs and provides facilities and infrastructure that support the building of students' character also plays an important role in students' personal development. Awareness of interests and learning strategies is also very important in developing students' abilities and character, helping them explore their talents and potential, as well as optimizing self-development according to their interests.

## CONCLUSION

The implications of research regarding increasing awareness in mediating the influence of the Project for Strengthening the Profile of Pancasila Students and school culture on character show that character education based on Pancasila values and school culture has an important role in forming good and responsible student character. This research shows that Pancasila values, such as divinity, just and civilized humanity, unity, democracy led by wisdom in representation, and social justice for all Indonesian people, can be integrated into the school curriculum and extracurricular activities to form good student character. faithful, patriotic, social, tolerant, and responsible. In addition, this research emphasizes the importance of moral education based on Pancasila in forming a young generation who has high moral awareness, noble values, and good behavior. Thus, character education based on Pancasila values and school culture can be an effective solution to overcome challenges in forming students' character in the era of globalization and rapid technological developments.



To improve student character through strengthening the Pancasila profile project and school culture, a holistic and contextual approach and project-based learning are key. Holistic and contextual projects enable students to experience and learn from a variety of relevant situations and issues, while project-based learning strengthens knowledge and develops problem-solving and social awareness. In addition, appropriate time allocation, choice of relevant themes, flexible development of project modules, and adequate mentoring and support are very important to ensure the effectiveness of the project in improving the character and competence of students. By implementing these suggestions and recommendations, the Project for Strengthening the Profile of Pancasila Students and School Culture can make a positive contribution to the surrounding environment, while improving the character and competence of students.

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