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Analysis of P5 Implementation in Character Building of Students in Sekolah Penggerak

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Abstract
This research explores the implementation of P5 in shaping student character within the Sekolah Penggerak program. The study aims to determine the effectiveness of P5 in instilling Pancasila values among students. A quantitative descriptive methodology. Data was collected from 550 students in 5 Subang Regency's Sekolah Penggerak. The results indicated that P5 has a significant positive impact on developing students' character, with improvements observed in dimensions such as Faith, Devotion to God Almighty, Global Diversity, Mutual Cooperation, Critical Thinking, Independence, and Creativity. Specifically, 72% of respondents demonstrated good character, and 17% showed very good character. The conclusion is that the P5 project, with its project-based learning approach, effectively promotes conscious and meaningful learning, contributing to the formation of the Pancasila student profile.

Keywords:*P5 Implementation; Character Building; Driving School.*

Abstrak
Penelitian ini mengkaji tentang pelaksanaan P5 dalam pembentukan karakter siswa dalam program Sekolah Penggerak. Tujuan penelitian ini adalah untuk mengetahui efektivitas P5 dalam menanamkan nilai-nilai Pancasila pada siswa. Metode yang digunakan adalah kuantitatif deskriptif. Data dikumpulkan dari 550 siswa di 5 Sekolah Penggerak Kabupaten Subang. Hasil penelitian menunjukkan bahwa P5 memberikan dampak positif yang signifikan terhadap pembentukan karakter siswa, dengan peningkatan pada dimensi-dimensi seperti Keimanan, Ketaqwaan kepada Tuhan Yang Maha Esa, Keberagaman Global, Gotong Royong, Berpikir Kritis, Kemandirian, dan Kreativitas. Secara spesifik, 72% responden menunjukkan karakter baik, dan 17% menunjukkan karakter sangat baik. Kesimpulannya adalah bahwa proyek P5 dengan pendekatan pembelajaran berbasis proyek secara efektif mendorong pembelajaran yang sadar dan bermakna, sehingga berkontribusi pada pembentukan profil siswa Pancasila.

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Kata kunci : Implementasi P5; Pembentukan Karakter; Sekolah Penggerak.

I. Introduction

Education is something that is planned in order to develop the full potential of students, who are ready to face the future and shape the character of students (Indarta et al. 2022; Tang et al. 2019). Character education is a concern that needs to be continuously improved; this is due to the increasingly eroded and fading values of nationalism, a sense of love for the homeland, nation, and state, which is marked by the development of attitudes of individualism, hedonism, terrorism, and separatism, in addition to that. There are still violations and juvenile delinquency that adorn television news, social media, print media, and other digital-based media (Byeon and Lee 2018; Hyoscyamina 2017; Kuklina and Shevchenko 2020; Nakazato and Tsumagari 2018). Student delinquency, such as bullying (Ramadhanti and Hidayat 2022), bullying, brawls, drug use, free sex, and so on (Bright and Mackinlay 2017; Wahyuningtiyas 2017). Character education can shape students to have good ethics, responsibility, and care and correlate with academic achievement in school. This significantly explains that the more character students have, the higher their achievements will be. This is based on the results of an evaluation conducted in California by linking character education to three subjects: reading, language, and mathematics (Ahmed, Dabrowski, and Dix 2023; Sholihah 2022).

This concern then became a government policy through the Ministry of Education, Culture, Research, and Technology to formulate project-based character education through the Independent Curriculum structure through the implementation of project-based P5, and positive discipline is expected to improve students' character ((ACER) and Education 2022; Ahmed et al. 2023; Anggreni and Immanuel 2020; Faizah et al. 2018; Organizaztion 2013; Susanti and Nastiti 2022).

Students with character who understand religious values and Pancasila values so they can participate in global development and are ready to face future challenges (Rahayu et al. 2022; Rahmadayanti and Hartoyo 2022; Sumarsih et al. 2022). P5 is a structure in the Merdeka curriculum. P5 become a means for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from their surroundings. Students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in responding to these issues according to their learning stages and needs. And can inspire students to contribute to their environment. P5 can be an optimal means of encouraging students to become competent lifelong learners. and character(Gora 1963; Marisa 2021; SCHACHTER 1956). The implementation of project-based P5 is designed to meet the developmental stages of students and is in line with scientific developments in the 21st century, which focus on students' self-development in terms of both competence and character (Faizah et al. 2018; Indarta et al. 2022; Marisa 2021).

In addition, schools are places where students grow and develop, not only as places to transfer knowledge. Schools must also focus on paying attention to the physical environment and education systems that support the development of students' personalities and attitudes (Baehr 2016; Elias 2009; Tinto 1997; Vuorinen, Erikivi, and Uusitalo - Malmivaara 2019). The implementation of the Independent Curriculum must pay attention to student welfare or Wellbeing (Clark Power and Khmelkov 1998; Fitria, Kristiawan, and Rasyid 2019; Starratt 2005). Besides that, the implementation of positive discipline will also have an impact on student welfare and can improve student character (Aji and Tamba 2020; Susanti and Nastiti 2022). Students' mental health has an impact on their readiness to learn and improve students academic achievement ((ACER) and Education 2022; Ahmed et al. 2023; Organizaztion 2013). Schools that provide emotional and psychosocial stability support can develop social-emotional skills (Anggreni and Immanuel 2020; Höfer et al. 2020; Organizaztion 2013).

School wellbeing is the fulfillment of students' basic needs at school, such as having, loving, being, and being healthy, ensuring the physical condition of the learning environment at school and outside of school, creating good relationships, and students learning according to their interests and learning needs, and minimizing student stress at school ((ACER) and Education 2022; Ahmed et al. 2023; Höfer et al. 2020; Vargas Villalobos and González-Torres 2017). A person who has wellbeing can realize the potential that exists within him/her, create good relationships, accept himself/herself, be independent, live a more meaningful life, and be able to control the environment outside himself/herself ((ACER) and Education 2022; Ahmed et al. 2023; Faizah et al. 2018). Students with higher wellbeing feel happier, more comfortable, and have adequate social support and will excel in academic achievement ((ACER) and Education 2022; Anggreni and Immanuel 2020; Faizah et al. 2018; Höfer et al. 2020; McLeod 1988; Sholihah 2022; Susanti and Nastiti 2022).

Nelsen, Lott & Glenn teacher and student collaboration in learning, mutual respect and appreciation, dialogue when students make mistakes, encouraging students to find solutions to solve problems, not give punishments that lower students' self-esteem but with logical consequences, provide encouragement so that positive discipline awareness will grow in students, be responsible, understand other people's feelings without any external coercion (Aji and Tamba 2020; Johannes et al. 2019; Sutikno and Triyono 2019).

Previous research has also not described the analysis of instrument validity with more accurate and modern analysis, such as analysis with RASCH modeling. Assessment analysis using Rasch modeling can provide comprehensive information, the quality of the instrument used, the quality of respondents, and the correlation between items and respondents (persons) (Fischer et al. 2019; Habibi, Jumadi, and Mundilarto 2019; Khorami Nia and Modarresi 2019; Wigati 2021). The advantage of assessment analysis in the Rasch model is that it can predict missing data based on individual response patterns

(Areskoug-Josefsson and Rolander 2020; DeMars 2020; Ibnu et al. 2019; Maseko, Luneta, and Long 2019; Sorenson and Hanson 2021). Rasch can change raw scores into intervals because raw scores cannot be used directly to provide an interpretation of student abilities (Brämer, Rehfeldt, and Köster 2021; Fischer et al. 2019; Jansen 1997; Miyazaki et al. 2019; Strobl et al. 2021; Wyse and McBride 2021).

The implementation of P5 in educational units is one of the efforts that has been made to improve student character (Ahmed et al. 2023). The implementation of the P5 program applied in schools directly improves character because students directly carry out certain projects, and that is where attitudes are formed that are reflected in P5 in carrying out the project. Previous research has not conducted an empirical test for the success of the implementation of the P5 project, P5 is only implemented in schools but no one has measured the success of the project in building the six P5 profiles, therefore researchers tried to create an instrument to measure this to find out whether the project has been successful or not in forming the Pancasila student profile and whether it has reflected the goal of forming student character.

This needs to be traced or analyzed to find out whether the implementation of these programs has been maximized and has implications for the formation of student character. What values have been well embedded, and what values still need to be developed further? The results of this research will also answer which dimensions have been developed and which dimensions need to be improved.

II. Research Method

This research uses quantitative descriptive methodology (Creswell 2011; Dwi Kumala Sari 2023; Sugiyono 2016), explaining or recording conditions or an attitude to explain what is happening at the moment (Dwi Kumala Sari 2023; Nasution 2014; Singarimbun and Effendi 1989). The validity of this research data uses rasch modeling (A. Muri Yusuf 2016; Creswell 2016; Dwi Kumala Sari 2023; Hamdi and Bahruddin 2014).

Quantitative data analysis and instrument validation using Rasch modeling (Andrich and Marais 2019; Boone and Staver 2020; Fischer et al. 2021; Khine 2020; Limbasan, Ling, and Pang 2018). The Rasch model is a modern assessment theory that has the advantage of independence between items and respondents (persons), while classical

assessments only depend on respondents (persons) (Dwi Kumala Sari et al. 2021; Lia, Rusilowati, and Isnaeni 2020; Reitz and Smith 2019) change non-interval raw scores into intervals because raw scores cannot be used directly to provide interpretations of student abilities or responses (Brämer et al. 2021; Fischer et al. 2021; Jansen 1997; Miyazaki et al. 2019; Strobl et al. 2021; Wyse and McBride 2021).

Assessment analysis using Rasch modeling can provide comprehensive information, the quality of the instruments used, the quality of the respondents, and the correlation between items and respondents (persons) (Fischer et al. 2021; Habibi et al. 2019;

Khorami Nia and Modarresi 2019; Sun et al. 2021; Wigati 2021). Rasch modeling, compared to classical theory, can predict missing data based on individual response patterns (Areskoug-Josefsson and Rolander 2020; DeMars 2020; Dwi Kumala Sari et al. 2021; Ibnu et al. 2019; Maseko et al. 2019).

The following are the dimensions, elements and sub-elements along with the items that will measure the profile of Pancasila students with six dimensions.

Table 1. Blueprint of P5

No.	Dimensions	Element	Subelements	Instrument	
				Favorable	Unfavorable
1.	Have Faith in God Almighty and Have Noble Character	Religious morals	Knowing and loving God The Almighty	1. I know and love Almighty God	
			Understanding religion/belief		2. I believe that my belief is right and other beliefs are wrong
			Implementation of worship rituals	3. I perform prayers according to religious orders	
		Personal morals	Integrity		4. I will cheat if I don't know the answer to a test.
			Taking care of yourself physically	5. I shower twice a day to maintain my body's health.	
		Morals towards humans	Prioritize brotherhood with others and respect difference		6. I will make fun of my friends if they speak in their regional language.
		Morals towards nature	Understanding the interconnectedness of the earth's ecosystems	7. I water the plants at home	
			Protecting the natural environment around		8. Maintaining environmental cleanliness is not my responsibility.
		National morals	Carrying out rights and obligations as Indonesian citizens	9.I study seriously	
2.	Diversity Global	Recognizing and appreciating culture	Delving into culture and cultural identity		10. I am not interested in learning other people's cultures.

No.	Dimensions	Element	Subelements	Instrument	
				Favorable	**Unfavorable**
			Explore and compare cultural knowledge, beliefs, and in practice	11. I don't ridicule/make fun of my friends when they are praying according to their religion	
			Cultivating a sense of respect for cultural diversity		12. I feel no need to be friends with people of a different religion to me.
		Communication and inter-cultural interaction	Communicate inter-cultural	13. I feel confident in communicating with people from different cultures	
			Considerand foster diverse perspectives		14.I feel no need to consider other people's views or thoughts other because my view is better
		Reflectionand responsibility towards the experience of diversity	Reflection on experience diversity	15. I try to grow a sense of pride in Indonesia's diversity	
			Removestereotypes and prejudices		16. I don't need to respect ritual practices that come from other areas because they are not my own business
			Harmonizing cultural differences	17. I am proud of the diversity that exists in Indonesia	
		Justicesocial	Actively building a community that inclusive, equitable and sustainable	18. I respect and don't bully my friends who are different.	
			Take part in the collective decision-making process	19. If there is an election for class president, I will express my opinion	

No.	Dimensions	Element	Subelements	Instrument	
				Favorable	**Unfavorable**
			Understandthe role of individuals in democracy		20. I don't feel interested in participating in the election for student council chairman.
3.	Working Together	Collaboration	Cooperation	21. I participate in doing group assignments	
			Communication to achieve common goals		22. I feel insecure in giving my opinion or ideas in a group or team
			Positive Interdependence	23.I give the task to my friend who is more capable of completing it	
			Social coordination		24. I do not need to make a plan with my team or friends to celebrate Independence Day.
		Concern	Responsive to the social environment	25. I don't throw rubbish anywhere	
			Social perception		26. I will make fun of my less fortunate friends
4.	Independent	Self-awareness and awareness of the situation at hand	Identifying personal qualities and interests, as well as the challenges encountered	27. I can identify my potential and talents and know how to develop them	
		Self-regulation	Developing self-reflection		28. I feel that I don't need to participate in activities to develop my interests and my talents
			Emotional regulation	29.I can control my anger in public	

No.	Dimensions	Element	Subelements	Instrument	
				Favorable	**Unfavorable**
			Setting learning goals, achievements, and self-development goals, as well as strategic plans to achieve them		30. I feel no interest in taking part in various activities, lessons or training to develop my interests and talents.
			Shows initiative and works independently	31. If I see rubbish, I will immediately pick it up and throw it away in the trash.	
			Develop control and self-discipline		I do not follow the school uniform schedule
			Confident, resilient, and adaptive	33. I presented the results of my performance in front of the class.	
			Ask a question	34. Asking questions makes me understand the material better	
5.	Critical reasoning	Getand process information and ideas	Identifying, clarifying, and processing information and ideas	35. If there is any slanted information or information that is not up to date, I will try to find/complete the information.	
		Reflection of thoughts and thinking processes	Reflectingand evaluate his own thoughts		36. If I receive information, I immediately share it with others without checking its accuracy first
6.	Creative		Generating original ideas	37. I provide ideas in solving problems	
			Produce original works and actions		38. I feel incapable of creating a product or project based on my abilities

No.	Dimensions	Element	Subelements	Instrument	
				Favorable	Unfavorable
			Demonstrating flexible thinking in finding alternative solutions to problems	39. I accept feedback from anyone to help solve problems	

The following are also dimensions and indicators for measuring student character.

Tabel 2. Student Character Instrument Grid Table

NO.	DIMENSIONS	INDICATOR	NO ITEMS		AMOUNT
			POSITIVE	NEGATIVE	
1	*Moral Knowing*	Awareness	1		
		Knowledge of moral values (knowing moral value)	2		
		Determining the point of view (perspective taking)	3		
		Moral logic (moral reasoning)	4		
		The truth of taking a stance (decision making)	5		
		Self-introduction (self-knowledge)	6		
2	*Moral Loving or Moral Feeling*	Self-confidence (self-esteem)	7		
		Sensitivity to the suffering of others (empathy)		8	1
		Love the good	9		
		Self-control	10		
		Humility		11	
3	*Moral Doing or Learning to do*	Polite	12		
		Friendly		13	
		Respect		14	
		Caring	15		
		Honest		16	
		Discipline		17	

NO.	DIMENSIONS	INDICATOR	NO ITEMS		AMOUNT
			POSITIVE	NEGATIVE	
		Love	18		
		Affection	19		
		Fair		20	
		Generous	21		

Further analysis of the research data obtained was scored, and the average percentage was calculated using the following formula: %=×100% (Percentage = value ÷ Total × 100%). The percentage obtained is then interpreted in the form of a sentence, as shown in Table 3 below.

Table 3. Percentage Interpretation

Scores and Assessment Ranges	Interpretation of Assessment Results
Students with scores < 148	Students have character **Enough**
Students with a score of 148 ≤ 174.8	Students have character. **Good**
Students with a score ≥ 174.8	Students have character **Very good**

The data in this study were obtained using a questionnaire that would be distributed to 5 Elementary Schools that had implemented the Independent Curriculum, and these schools used sekolah penggerak. Sampling in this study was conducted using Disproportionate Stratified Random Sampling and Cluster random sampling (Sugiyono 2016). The number of SDN populations implementing the Merdeka Curriculum, with a 5% error in the Isac Michel table, the number of samples is five schools. Then, we continued with cluster sampling from representatives of each school is the same by taking a sample of 5 schools for representatives from each school.

III. Result and Discussion

A. Research Findings

Figure 1. The Wrightmap's Map

The Wrightmap map (Item–Person) above shows two different analysis results from both sides, namely the right side (Item/Statement) and the left side (Person/Respondent). The right side (Item/Statement) shows the description of the item, indicating whether it is at a very difficult level to agree or very easy to agree. Furthermore, the left side (Person/Respondent) shows the respondents of the students of the Penggerak Elementary School, Subang Regency. Based on the Wrightmap map table above, the following shows the relationship between items and persons.

First, it is known that the values of the Profil Pelajar Pancasila (person) are above the items (statements). This shows that the items are categorized as only being at a moderate to easy level of agreement so that respondents answer them quite easily. Second, it is known that the most important item difficult to agree on in the wrightmap table is item number 23 with the statement, "I entrust the work to my friend who is more capable of doing it" this statement is included in the dimension working together, on the collaboration element of the sub-element of positive interdependence. Furthermore, the item that is categorized as the easiest to agree on is item number 1 with the statement "I know and love God Almighty", this statement is included in the dimensions of Faith and piety in God Almighty and Noble Moralson the elements of religious morality and sub elements Knowing and loving Almighty God.

Thus, the Wright map table provides information that students are very high in the dimensions of Faith and piety to God Almighty and Noble Character. The thing that still

needs to be improved is the dimension of cooperation; a sense of collaboration must continue to be built, and a sense of positive dependence must be increased.

Instrument validity, or the quality of an item's fit with the model, is known as Item FIT. Item FIT indicates whether an item functions correctly when used for measurement. If an item is found to be a misfit, it is categorised as invalid; this indicates that a misinterpretation has occurred (where the meaning of the statement is understood differently by the respondent).

According to Boone et al., the criteria used to examine the fit of items that do not fit (outliers or misfits) are:

a) Appropriate Mean Square Error of Fit (MSEF) value: 0.5 < MSEF < 1.5

b) Appropriate Z-standard (ZSTD) value: -2.0 < ZSTD < 2.0

c) Point Measure Correlation (Pt Mean Corr) value: 0.4 < Pt Mean Corr < 0.85

If an item fails to meet all three criteria, it is deemed substandard and must be revised or replaced. This will ensure that, in future, students' level of understanding is indeed assessed using appropriate, high-quality items. This differs from the level of item difficulty, which is consistent in nature. The level of item suitability is greatly influenced by the sample size. Errors in the answer key, the number of individuals who complete the questionnaire carelessly, and items with low discriminative power can lower the item suitability score. Another point to note is that the ZSTD score is highly sensitive to the sample size. If a large sample size (>500) is used, there is a tendency for the ZSTD value to exceed 3. Consequently, some experts recommend against using this ZSTD criterion when the sample size is sufficiently large. The following table of item fit (Item FIT) provides information on the validity criteria of the instrument used:

TABLE 10.1 DATA PENELITIAN P5 SUBANG ZOU659WS.TXT Jul 18 2024 14:40
INPUT: 550 Person 39 Item REPORTED: 550 Person 39 Item 5 CATS WINSTEPS 4.0.1
Person: REAL SEP.: 2.77 REL.: .88 ... Item: REAL SEP.: 12.27 REL.: .99

Item STATISTICS: MISFIT ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-AL CORR.	PTMEASUR-AL EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Item
23	1791	550	1.54	.04	1.83	9.9	3.25	9.9	A .14	.53	22.3	35.9	B23
25	2417	550	-.57	.08	2.10	9.9	2.39	9.9	B .29	.38	64.6	65.4	B25
2	2009	550	1.09	.05	1.82	9.9	2.29	9.9	C .38	.48	34.4	47.9	B2
11	2403	550	-.48	.08	2.22	9.9	2.21	9.9	D .33	.39	61.3	66.0	B11
32	2301	550	.10	.07	1.52	4.7	1.73	6.6	E .41	.42	68.0	68.2	B32
4	2212	550	.49	.06	1.48	4.7	1.54	5.3	F .44	.43	58.0	66.4	B4
34	1837	550	1.45	.04	.99	-.1	1.47	6.4	G .44	.52	39.6	36.9	B34
36	2102	550	.85	.05	1.01	.1	1.29	3.2	H .44	.46	62.2	57.4	B36
1	2666	550	-2.78	.12	1.28	3.1	1.01	.1	I .24	.20	85.8	84.6	B1
18	2224	550	.45	.06	1.03	.4	1.26	2.7	J .44	.43	71.6	67.0	B18
31	2474	550	-.97	.09	1.21	3.0	1.13	1.6	K .38	.36	70.0	63.3	B31
27	2206	550	.51	.06	.98	-.2	1.17	1.8	L .38	.44	65.7	66.1	B27
39	2331	550	-.05	.07	1.07	.8	1.17	1.8	M .39	.41	71.6	68.3	B39
16	2078	550	.92	.05	1.05	.8	1.14	1.7	N .48	.46	55.6	55.4	B16
6	2357	550	-.20	.08	1.13	1.4	1.00	.0	O .47	.41	70.5	67.6	B6
5	2488	550	-1.07	.09	1.11	1.7	1.10	1.3	P .34	.35	68.3	63.1	B5
8	2392	550	-.41	.08	1.11	1.3	.94	-.7	Q .51	.39	70.2	66.5	B8
12	2313	550	.04	.07	1.11	1.1	1.09	1.0	R .47	.42	75.9	68.4	B12
14	2070	550	.94	.05	.93	-1.0	1.09	1.2	S .48	.46	56.2	55.3	B14
35	2321	550	.00	.07	.79	-2.3	1.06	.7	T .41	.42	76.2	68.4	B35
38	1934	550	1.26	.05	.73	-5.0	1.04	.6	s .49	.49	51.0	42.3	B38
3	2624	550	-2.25	.10	1.03	.5	.95	-.4	r .29	.24	77.5	77.0	B3
7	2336	550	-.08	.07	1.00	.0	.99	.0	q .43	.41	68.1	68.2	B7
9	2567	550	-1.70	.09	.98	-.4	.86	-1.5	p .38	.29	71.1	68.2	B9
17	2556	550	-1.61	.09	.98	-.3	.87	-1.5	o .39	.30	72.6	66.8	B17
26	2279	550	.21	.07	.97	-.3	.97	-.2	n .46	.42	75.7	67.9	B26
10	2221	550	.46	.06	.90	-1.2	.94	-.6	m .49	.43	71.6	66.5	B10
13	2270	550	.25	.07	.90	-1.0	.92	-.8	l .44	.42	68.5	67.7	B13
29	2325	550	-.02	.07	.85	-1.6	.86	-1.5	k .44	.41	70.3	68.4	B29
15	2486	550	-1.06	.09	.85	-2.5	.80	-2.7	j .43	.35	70.7	63.1	B15
21	2431	550	-.67	.08	.84	-2.3	.77	-3.1	i .49	.38	74.2	64.8	B21
30	2245	550	.36	.06	.67	-4.0	.76	-2.8	h .50	.43	81.6	67.2	B30
22	2051	550	.99	.05	.61	-6.5	.72	-3.9	g .53	.47	61.9	51.8	B22
19	2292	550	.15	.07	.69	-3.5	.70	-3.6	f .48	.42	75.0	67.9	B19
20	2141	550	.73	.06	.60	-5.8	.70	-3.9	e .50	.45	70.9	61.2	B20
24	2215	550	.48	.06	.69	-3.9	.65	-4.4	d .51	.43	78.3	66.4	B24
33	2298	550	.12	.07	.69	-3.6	.68	-4.0	c .51	.42	73.8	68.0	B33
37	2284	550	.19	.07	.69	-3.6	.69	-3.8	b .48	.42	75.9	67.9	B37
28	2250	550	.34	.07	.61	-4.8	.58	-5.4	a .53	.43	81.4	67.6	B28
MEAN	2276.8	550.0	.00	.07	1.05	.2	1.15	.8			67.1	63.5	
P.SD	194.5	.0	.95	.02	.39	4.2	.54	4.2			12.6	9.4	

Figure 2, The Person Fit

Table 4. Criteria of Item Fit

No.	Criteria	Item	
		Suitable	**Not Suitable**
1	0,5 < MNSQ < 1,5 -2 < ZSTD < 2 0.4 < PT Measure Corr < 0.85	1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, and 39	23, 25, 2, 11 and 32
	Amount	**34**	**5**
	Precentage	**87,1%**	**12,8%**

Based on the results of the Winstep analysis summarised in the table above, out of the 39 items analysed, 34 items (87.1%) were found to fit the model. These 34 items were deemed to fit the model because they met at least two of the three criteria. Furthermore, there were 5 items deemed not to fit the model, as these items did not meet two or even three of the existing criteria.

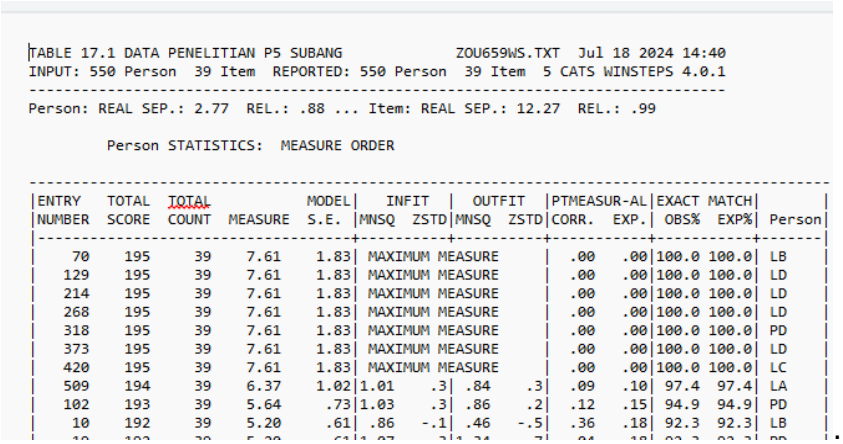


TABLE 17.1 DATA PENELITIAN P5 SUBANG ZOU659WS.TXT Jul 18 2024 14:40
INPUT: 550 Person 39 Item REPORTED: 550 Person 39 Item 5 CATS WINSTEPS 4.0.1

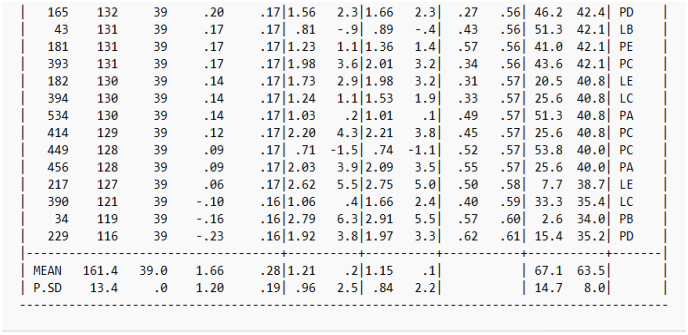
Person: REAL SEP.: 2.77 REL.: .88 ... Item: REAL SEP.: 12.27 REL.: .99

Person STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-AL CORR.	PTMEASUR-AL EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Person
70	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	LB
129	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	LD
214	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	LD
268	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	LD
318	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	PD
373	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	LD
420	195	39	7.61	1.83	MAXIMUM MEASURE				.00	.00	100.0	100.0	LC
509	194	39	6.37	1.02	1.01	.3	.84	.3	.09	.10	97.4	97.4	LA
102	193	39	5.64	.73	1.03	.3	.86	.2	.12	.15	94.9	94.9	PD
10	192	39	5.20	.61	.86	-.1	.46	-.5	.36	.18	92.3	92.3	LB

Figure 3. The Person Fit

Based on the results of the analysis in the table above, it is evident that this study involved 550 respondents (students) and comprised 39 items (statements) tested regarding the analysis of the Pancasila student profile values. The results of the analysis show that the students with the highest Pancasila student profile values, with a person measure score of 7.61 logits, were students numbered 70L, 129L, 214L, 268L, 318P, 373L and 420L, with a total score of 195.



165	132	39	.20	.17	1.56	2.3	1.66	2.3	.27	.56	46.2	42.4	PD
43	131	39	.17	.17	.81	-.9	.89	-.4	.43	.56	51.3	42.1	LB
181	131	39	.17	.17	1.23	1.1	1.36	1.4	.57	.56	41.0	42.1	PE
393	131	39	.17	.17	1.98	3.6	2.01	3.2	.34	.56	43.6	42.1	PC
182	130	39	.14	.17	1.73	2.9	1.98	3.2	.31	.57	20.5	40.8	LE
394	130	39	.14	.17	1.24	1.1	1.53	1.9	.33	.57	25.6	40.8	LC
534	130	39	.14	.17	1.03	.2	1.01	.1	.49	.57	51.3	40.8	PA
414	129	39	.12	.17	2.20	4.3	2.21	3.8	.45	.57	25.6	40.8	PC
449	128	39	.09	.17	.71	-1.5	.74	-1.1	.52	.57	53.8	40.0	PC
456	128	39	.09	.17	2.03	3.9	2.09	3.5	.55	.57	25.6	40.0	PA
217	127	39	.06	.17	2.62	5.5	2.75	5.0	.50	.58	7.7	38.7	LE
390	121	39	-.10	.16	1.06	.4	1.66	2.4	.40	.59	33.3	35.4	LC
34	119	39	-.16	.16	2.79	6.3	2.91	5.5	.57	.60	2.6	34.0	PB
229	116	39	-.23	.16	1.92	3.8	1.97	3.3	.62	.61	15.4	35.2	PD
MEAN	161.4	39.0	1.66	.28	1.21	.2	1.15	.1			67.1	63.5	
P.SD	13.4	.0	1.20	.19	.96	2.5	.84	2.2			14.7	8.0	

Figure 4. The Person Fit

Furthermore, the students with the lowest scores on the Pancasila Student Profile were students numbered 390L, 3P and 229P, with person measure scores of -0.10, -0.16 and 0.23 logits, and total scores of 121, 119 and 116.

The results of the above analysis also show that students numbered 070L to 229P are ranked according to their Pancasila student profile values, ranging from those with the highest to the lowest scores. The scale of students' Pancasila Student Profile values falls within the range of 7.61 to -0.10. This indicates that not all P5 projects implemented in schools have been able to foster the Pancasila Student Profile to its full potential; therefore, further implementation is required. Here is a summary of the validity of both the items and the respondents in responding to the Pancasila Student Profile instrument.

MAXIMUM EXTREME SCORE: 7 Person 1.3%

SUMMARY OF 550 MEASURED (EXTREME AND NON-EXTREME) Person

	TOTAL SCORE	COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	161.4	39.0	1.66	.28				
P.SD	13.4	.0	1.20	.19				
S.SD	13.4	.0	1.20	.19				
MAX.	195.0	39.0	7.61	1.83				
MIN.	116.0	39.0	-.23	.16				
REAL RMSE	.41	TRUE SD	1.13	SEPARATION 2.77	Person RELIABILITY	.88		
MODEL RMSE	.34	TRUE SD	1.15	SEPARATION 3.36	Person RELIABILITY	.92		
S.E. OF Person MEAN = .05								

Person RAW SCORE-TO-MEASURE CORRELATION = .91
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .90 SEM = 4.27

SUMMARY OF 39 MEASURED (NON-EXTREME) Item

	TOTAL SCORE	COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	2276.8	550.0	.00	.07	1.05	.2	1.15	.8
P.SD	194.5	.0	.95	.02	.39	4.2	.54	4.2
S.SD	197.1	.0	.97	.02	.39	4.2	.55	4.2
MAX.	2666.0	550.0	1.54	.12	2.22	9.9	3.25	9.9
MIN.	1791.0	550.0	-2.78	.04	.60	-6.5	.58	-5.4
REAL RMSE	.08	TRUE SD	.95	SEPARATION 12.27	Item RELIABILITY	.99		
MODEL RMSE	.07	TRUE SD	.95	SEPARATION 13.22	Item RELIABILITY	.99		
S.E. OF Item MEAN = .15								

Item RAW SCORE-TO-MEASURE CORRELATION = -.95
Global statistics: please see Table 44.
UMEAN=.0000 USCALE=1.0000

Figure 5. The Summary Statistic Table

Based on the table above, statistical information can be determined from the results of the analysis of the values of the Profil Pelajar Pancasila, both the average, standard deviation, maximum, and minimum values, as well as their reliability and grouping (separation).

The criteria for determining the value are determined from the Cronbach Alpha value (measuring reliability, namely the interaction between the person and the item as a whole):

< 0.5	Bad
0.5 – 0.6	Bad
0.6 – 0.7	Enough
0.7 – 0.8	Good
> 0.8	Very good
> 0.8	Very good

The criteria for determining the value are determined from the person's reliability value (measuring the consistency of student answers and items in measurement or analysis):

< 0.67	Weak
0.67 – 0.80	Enough
0.80 – 0.90	Good
0.91 – 0.94	Very good
> 0.94	Special

From the table above, the following summary analysis is produced:

The person reliability value is 0.88, and the item reliability value is 0.99, which indicates that the consistency of the respondents' or students' answers is categorized as very good. The quality of the items in the analysis of the Profil Pelajar Pancasila values responded to by elementary school students at the Subang Regency Sekolah penggerak is categorized as excellent.

Based on the results of the analysis in the table above, it is known that in this study, there were 550 respondents (students) with a total of 39 items (statements) who responded regarding the analysis of Profil Pelajar Pancasila values. The results of the analysis show that students who have Good Profil Pelajar Pancasila values. In this study, the researcher will present the results of the measurement of research data in the form of quantitative data that will be calculated using the descriptive percentage technique. The descriptive percentage data analysis technique is intended to determine the status of the variable, namely the Analysis of Profil Pelajar Pancasila Values in Improving Student Character in Public Elementary Schools at the Subang Regency Sekolah penggerak, which is presented in percentage.

The percentage obtained from the person measure is then calculated and then interpreted into a sentence. In order to find out the criteria or categories of the Analysis of Profil Pelajar Pancasila Values in Improving Student Character in Public Elementary Schools at the Subang Regency Driving School, it is presented with categorization model by placing students in 3 (three) character levels by analyzing the values of the Profil Pelajar Pancasila, namely high, medium and low character, the benchmarks of which use the theoretical average (μ) and theoretical standard deviation (ó) as benchmarks, with details;

X<(μ- 1ó)	: Students have character low
(μ- 1ó) ≤ X< (μ+ 1ó)	: Students have character currently
X ≥ (μ + 1ó)	: Students have character tall

Instrument P5 students at the State Elementary School at the Subang Regency Sekolah penggerak consists of 39 items with the lowest score = 39 and the highest score = 195, then the area of the distribution distance becomes 195 - 39 = 156, so that the size of ó (standard deviation) =13.4 and μ (theoretical average) = 161.4.To facilitate the interpretation of the assessment results character student at the State Elementary School at the Subang Regency Sekolah penggerak by using the developed instrument, a range of character assessment results was created, as shown in the table below:

Table 5. Percentage Interpretation

Scores and Assessment Ranges	Interpretation of Assessment Results
Students with scores < 148	Students have character **Enough**
Students with a score of 148 ≤ 174.8	Students have character. **Good**

Students with a score ≥ 174.8	Students have character **Very good**

From the calculations above, the following category interpretations are obtained:

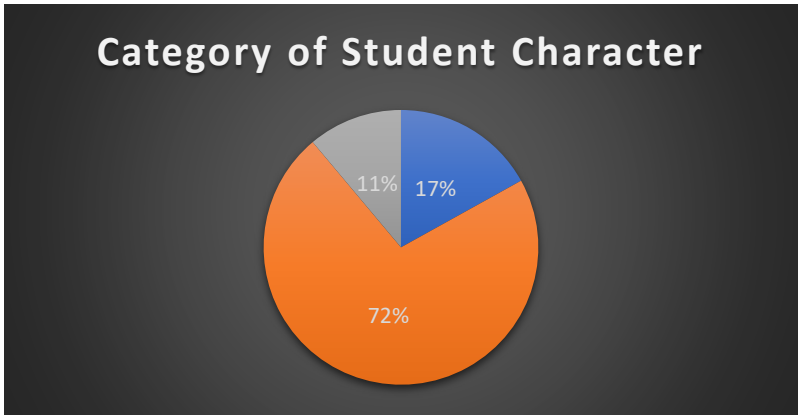


Figure 6. Student Character Categories

Student character levels from 550 respondents in 5 Subang Regency School of Movement are categorized as Sufficient by 11%, Good category by 72%, and Very Good category by 17%, as seen in the Figure below. From these results, 550 respondents in 5 Subang Regency good's Sekolah Penggerak character from the results of the analysis of the Profil Pelajar Pancasila values.

The following is the overall result of the respondent's answers to the statements contained in the questionnaire related to the Analysis of Profil Pelajar Pancasila Values in Improving Student Character in 5 Subang Regency's Sekolah Penggerak

B. Discussion

The initial objective of this study, as described in the introduction, was to examine the effectiveness of the implementation of P5 in shaping students' character according to Pancasila values. The results showed that P5 had a significant positive impact on the development of students' character. Improvements were seen in dimensions such as Faith, Devotion to God Almighty, Global Diversity, Mutual Cooperation, Critical Thinking, Independence, and Creativity. The results showed that the implementation of P5 in the driving schools had a significant impact on shaping the character of students. As many as 72% of respondents from 550 students in 5 driving schools showed good character, and 17% showed very good character. This shows that the P5 project implemented in schools makes students learn consciously and meaningfully and has an impact on the formation of the Pancasila student profile. Improvement of student character in various dimensions of the Pancasila Student Profile, such as Faith, Devotion to God Almighty, Global Diversity, Mutual Cooperation, Critical Thinking, Independence, and Creativity. This success is driven by the project-based learning approach that allows students to apply Pancasila values in real contexts. P5 is not only about the final product but also about the learning

process and instilling the values of the Pancasila Student Profile. The results of this study are in line with other studies that report the positive impact of project-based learning on character development (Hadian et al. 2022; Halimah Stephany Putrie, Khairul Basyar, and Asri Untari 2023).

The concept of experiential learning (Hayden 2015) emphasizes the importance of direct experience in the learning process. In addition, the role of the teacher as a facilitator who guides students in carrying out the project also contributes to the success of the implementation of P5. These findings support the importance of student-centered learning and the role of the teacher as a companion in the character-building process. The concept of experiential learning, as outlined by Hayden, emphasizes the importance of direct experience in the learning process. This educational approach focuses on learning by doing, where students take the initiative, make decisions, and are responsible for the results (Ziatdinov and Cilliers 2021). Experiential learning has been shown to be highly effective, with studies showing a 70% increase in knowledge retention compared to traditional learning methods (LaVan and Carley 1984). The role of the teacher as a facilitator is crucial to the success of implementing character education programs such as P5. The teacher's primary responsibility is to guide and support students as they face real-world challenges and engage in meaningful projects (van der Vleuten and Schuwirth 2019). As facilitators, teachers create an environment that encourages students to take ownership of their learning, problem-solve, and develop important skills such as critical thinking, teamwork, and communication (Ziatdinov and Cilliers 2021). By empowering students to be active participants in their learning, character education programs such as P5 can effectively foster the development of values, ethical decision-making, and a strong sense of social responsibility. The findings of this study underscore the importance of incorporating experiential learning and the role of teachers as facilitators in the implementation of character education programs (Coppley and Niemiec 2021).

Despite showing positive results, the implementation of P5 in driving schools also faces several challenges. Several inhibiting factors, such as lack of support from parents and the community, limited funds, and less than optimal coordination. Lack of support from parents and the community can be caused by an incomplete understanding of the concept and objectives of P5 (Hadian et al. 2022; Halimah Stephany Putrie et al. 2023). Therefore, effective socialization and communication with parents and the community need to be improved. Limited funds can be overcome by finding alternative funding sources and optimizing the use of existing resources. Less than optimal coordination can be overcome by building intensive communication between stakeholders, including teachers, parents, school committees, and school supervisors (Hadian et al. 2022; Harris, Darmawan, and Tjahjono 2020).

IV. Conclusion

Based on the description that the researcher has explained in the previous chapters, the following conclusions can be drawn. The implementation of P5 at the Subang Regency's Sekolah Penggerak has a significant impact on shaping the character of students.

Student character levels from 550 respondents in 5Subang Regency School of Movementwhich is categorized as Sufficient by 11%, Good category by 72%, and Very Good category by 17%. This shows that the P5 project carried out in schools makes students consciously learn meaningfully and has an impact on forming the profile of Pancasila students both from the dimensions of Faith and piety to God Almighty, Global Diversity, Mutual Cooperation, Critical Thinking, Independent, and Creative.

Project-based learning has a significant impact on shaping students' character because projects in P5 are not products that are used as a reference but rather the process that is carried out and the instillation of values that exist in the dimensions of the Profil Pelajar Pancasila.

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