



**Fostering Religious Character through P5 Activities  
at SMK Negeri 1 Geger**

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**ABSTRACT:** *This study aims to examine the influence of the Pancasila Student Profile Strengthening Project (P5) on the development of students' religious character at SMK Negeri 1 Geger. The research employs a quantitative approach using linear regression analysis techniques. The findings indicate that P5 has a significant impact on strengthening students' religious character, contributing 41.4%. Hypothesis testing through partial t-tests yielded a significance value of 0.001 ( $p < 0.05$ ) and a t-value of 4.072, which exceeds the t-table value (0.2159). These results suggest that P5 significantly influences the development of students' religious character. The research instruments have been tested for validity and reliability using Pearson correlation analysis and the Cronbach's Alpha method, with the results confirming that all instrument items are valid and reliable. Furthermore, classical regression assumptions, including normality, multicollinearity, and heteroscedasticity tests, have been met, ensuring the accuracy of the regression model interpretation. These findings reinforce the evidence that P5 serves as an effective means of instilling religious values and shaping students' religious character at SMK Negeri 1 Geger. Thus, P5 can be adopted as a strategic approach to strengthening character education based on religious values.*

Penelitian ini bertujuan untuk mengkaji pengaruh Proyek Penguatan Profil Pelajar Pancasila (P5) terhadap pembentukan karakter religius siswa di SMK Negeri 1 Geger. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan teknik analisis regresi linier. Hasil analisis menunjukkan bahwa P5 memiliki dampak yang signifikan terhadap penguatan karakter religius siswa, dengan kontribusi sebesar 41,4%. Pengujian hipotesis melalui uji t parsial menghasilkan nilai signifikansi sebesar 0,001 ( $p < 0,05$ ) dan nilai t hitung sebesar 4,072, yang melebihi nilai t tabel (0,2159). Hasil ini menunjukkan bahwa P5 berpengaruh secara signifikan terhadap pembentukan karakter religius siswa. Instrumen penelitian telah diuji validitas dan reliabilitasnya menggunakan analisis korelasi Pearson serta metode Cronbach's Alpha, dengan hasil yang menunjukkan bahwa seluruh item instrumen dinyatakan valid dan reliabel. Selain itu, asumsi klasik dalam analisis regresi, seperti uji normalitas, multikolinearitas, dan heteroskedastisitas, telah terpenuhi, memastikan bahwa model regresi yang digunakan dalam penelitian ini dapat diinterpretasikan secara akurat. Temuan ini memperkuat bukti bahwa P5 berperan sebagai sarana yang efektif dalam menanamkan nilai-nilai keagamaan dan membentuk karakter religius siswa di SMK Negeri 1 Geger. Dengan demikian, P5 dapat dijadikan sebagai pendekatan strategis dalam penguatan pendidikan karakter berbasis nilai-nilai religius.

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

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## INTRODUCTION

The development of religious character is a key pillar in shaping individuals of integrity and broad-mindedness. At SMKN 1 Geger Madiun, the implementation of the Pancasila Student Profile Consolidation Project is expected to have a positive impact on students' religious attitudes. By integrating religious values with extracurricular activities, it is hoped that students will cultivate independence, empathy, and responsibility within the context of their

lives. This integration aims to refine and normalise religious character in daily practice. However, although the objective is clear, challenges remain in the implementation process. Often, there is a gap between theoretical frameworks and practical application. It is important to address this to ensure that the project goes beyond mere formalism and is genuinely beneficial to students.

The religious character scale serves as a measurement tool for various indicators reflecting the level of faith of vocational secondary school (SMK) students in the religious teachings they adhere to, consistency in performing religious rituals, and their appreciation of religious values. According to research, there are several main dimensions of religiosity, namely: 1). The Dimension of Belief: This aspect encompasses belief in God in accordance with religious teachings, belief in the holy scriptures, and acceptance of the concept of destiny as part of God's decree; 2). Dimension of Religious Practice: This dimension involves application in daily life, such as performing obligatory acts of worship (e.g. prayer, remembrance of God, and supplication) and participating in religious activities, such as attending sermons, engaging in charitable activities, and being active in religious organisations or communities; 3). Dimension of Contemplation: Refers to the interpretation of religious values in life, such as patience in facing trials, an attitude of gratitude towards God, accepting failure with full awareness of the wisdom behind it (*\*tawakal\**), feeling fear at violating religious rules, and sensing God's presence in every aspect of life, 4). Dimension of Consequences and Experience: Relates to the application of religious values in social interactions, such as a helpful attitude, upholding honesty, and being forgiving towards others.

The P5 Development Guide, edited by Tracey Y. H., Pia A., M. Rizky S., and Kandi. Indonesian: S.W. (2022), provides a comprehensive framework for the development and evaluation of P5 projects. This guide provides more specific and measurable indicators for each aspect of the Pancasila learner profile. The following is an overview of P5 indicators in accordance with the P5 aspect guidelines: 1). Believing in God, being God-fearing, and possessing noble character. Cognitive Indicators: Understanding concepts of divinity, moral values, and ethics. Emotional Indicators: Respecting other religions and beliefs, and possessing integrity and honesty. Psychomotor indicators: applying religious teachings, active religious participation, and contributing to social activities. 2). Global Diversity: Cognitive indicators: Understanding cultural, ethnic, religious, and racial diversity. Emotional indicators: Valuing differences and demonstrating a spirit of tolerance. Psychomotor Indicators:

Communicating effectively and contributing to solving global problems. 3). Critical Thinking. Cognitive Indicators: Analysing information, evaluating arguments, and drawing logical conclusions. Emotional Indicators: Being open to new ideas and questioning your assumptions. Psychomotor indicators: Developing rational arguments and supporting opinions with evidence. 4). Creativity. Cognitive indicators: Generating original and innovative ideas. Emotional indicators: Curiosity and risk-taking. Psychomotor Indicators: Applying creative ideas in projects. 5). Independence. Cognitive Indicators: Planning and managing time effectively. Emotional Indicators: I am intrinsically motivated and responsible. Psychomotor Indicators: Completing tasks and solving problems independently. 5). Mutually Beneficial Cooperation (gotong royong). Cognitive Indicators: Understanding the importance of cooperation and collaboration. Emotional Indicators: Possessing empathy and mutual respect. Psychomotor Indicators: Working together.

In the face of increasingly complex societal developments, education plays a role in shaping character. Initiatives aimed at achieving objectives, such as this project, are designed to strengthen the Pancasila profile of students. This project seeks to instil religious character traits in students and an understanding of Pancasila values; however, several issues need to be identified regarding the impact of P5 on students' religious character.

## METHODS

Research that uses data as a tool to understand the information sought—as applied in this study—does not involve the manipulation or alteration of the research subjects. This type of research utilises survey data. Surveys are conducted on a large sample with the aim of obtaining facts or factual information regarding population characteristics or individual behaviour. The survey results serve as input for planning and decision-making.

The population is the object that forms the subject of a researcher's study. In other words, the population is a specific and definite object. A population may consist of all individuals exhibiting a particular behavioural pattern, or a subset of that group. The population refers to the totality of phenomena or units under examination. The population comprises 474 students at SMK Negeri 1 Geger. The research subjects are the individuals, locations, or objects that form the focus of observation; in this case, Year 10 at SMK

Negeri 1 Geger. However, the research was conducted only on a sample that is representative of the population. The process of selecting a specific number of people for study in such a way that they represent the larger population is known as sampling. The research sample was selected at random (by lottery) using Slobin's formula.

At SMK Negeri 1 Geger, Year 10 comprises 5 vocational streams and 13 classes, with some classes having 36 students. The sampling procedure in this stratified random sampling technique is as follows: (1) the researcher compiles a sampling frame, which is the input data of the entire Year 10 student population; (2) determines the sample size based on the Slobin formula; (3) selects the research sample by drawing 6 or 7 students from each class via a draw of roll numbers 1-36; those drawn represent the sample from each class; (4) distributing questionnaires according to the determined sample.

Data collection is a crucial stage in research, involving systematic procedures to obtain the necessary information. Each data collection process requires a technique appropriate to the type of research. The questionnaire method was chosen as the data collection technique. Questionnaires are considered effective for collecting data from a group of people regarding their characteristics, which may be influenced by a system or programme. The purpose of using a questionnaire is to collect data on P5 and religious character at SMK Negeri 1 Geger.

The questionnaire method involves respondents answering a series of written questions or statements. This questionnaire was designed to measure the extent to which students' religious character can be shaped through the Pancasila Student Profile activities within the P5 project. This questionnaire serves as the primary instrument in the research.

By employing appropriate theories and methods, and utilising software such as SPSS, valid and reliable data will be obtained to assess the success of the P5 project. This study applies regression analysis techniques. Prior to hypothesis testing, a series of prerequisite tests were conducted, namely data normality, multicollinearity, and heteroscedasticity, to ensure the validity and reliability of the analysis results.

To ensure the data distribution aligns with the assumptions of parametric statistics, a normality test was performed. In this study, the Kolmogorov-Smirnov test was applied. Decisions were based on the significance value (sig.): the data was considered normally distributed if sig. > 0.05, and conversely, non-normally distributed if sig. < 0.05. This is in line with the view that the normality test is essential for

verifying the conformity of the data with a normal distribution, so that further statistical analysis can be carried out validly.

Next, multicollinearity was detected to identify correlations between independent variables. The presence of multicollinearity can reduce the reliability of the regression model; therefore, ideally, independent variables should not show strong correlations. In this study, detection was carried out using SPSS version 30.0 software, focusing on the Variance Inflation Factor (VIF) and Tolerance values. A regression model is free of multicollinearity if  $VIF < 10$  and  $Tolerance > 0.1$ .

A heteroscedasticity test was also applied to examine the uniformity of error variances. The Spearman's rank correlation method was used via SPSS 30.0. Heteroscedasticity occurs if the error variance is not constant, whilst homoscedasticity is characterised by uniform variance. Following the testing of classical assumptions, hypothesis testing was conducted.

Linear regression analysis was used to evaluate the effect of the independent variable (P5) on the dependent variable (religious character). The t-test was used to test the significance of the effect of P5 on religious character, with the aim of proving the research hypothesis. The hypotheses tested are: 1).  $H_0$ : P5 has no effect on the formation of religious character. 2).  $H_a$ : P5 has an effect on the formation of religious character.

## FINDINGS AND DISCUSSION

The results of the statistical analysis indicate that the implementation of the Pancasila Student Profile Strengthening Project (P5) has a significant influence on the development of students' religious character at SMK Negeri 1 Geger Madiun. This is supported by the significance value of the P5 variable of 0.001 ( $p < 0.05$ ) and a calculated t-value of 4.072, which exceeds the critical t-value of 0.2159, leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ).

To ensure the validity of the research instrument, validity and reliability tests were conducted. Validity was tested using Pearson's correlation with SPSS 30.0, showing that all items were valid with calculated r values exceeding the table r value of 0.220 at a 5% significance level. Reliability was tested using Cronbach's Alpha, yielding a value of 0.719 for P5 and 0.797 for religious character, indicating the reliability of the instrument.

Partial regression analysis confirmed the relationship between P5 and the formation of religious character. A series of classical

assumption tests, including the Kolmogorov-Smirnov test for normality, the VIF and tolerance tests for multicollinearity, and the heteroscedasticity test, were carried out. The Kolmogorov-Smirnov test indicated that the data were normally distributed with a significance level of 0.200. The multicollinearity test showed no issues with a VIF of 1.001. The heteroscedasticity test also showed no issues with a significance level of 0.908.

Once the classical assumptions were met, linear regression analysis showed that P5 accounted for 41.4% of the variance in religious character formation. The partial *t*-test confirmed the significant influence of P5 with a significance value of 0.001 and a calculated *t*-value of 4.072, reinforcing the conclusion that P5 significantly contributes to the formation of religious character among students at SMK Negeri 1 Geger.

## CONCLUSION

The results of this study confirm that the implementation of P5 has a significant impact on the development of students' religious character at SMK Negeri 1 Geger. These findings suggest that P5 can serve as an effective strategy for instilling religious values in students. As part of the Merdeka Curriculum, P5 is designed to develop students' character through a contextual, project-based learning approach. In this study, it was found that P5 has been successfully integrated with religious values, thereby contributing to the development of students' religious character in a more optimal manner.

The concept of 'significant influence' in this study refers to changes in students' religious character that are not merely coincidental, but rather the result of the structured and planned implementation of P5. This indicates that P5 does not merely function as an additional activity outside the core curriculum, but also has the potential to become an integral part of strengthening character education in schools.

The implications of these findings are highly significant for the development of character education at SMK Negeri 1 Geger and other schools seeking to enhance students' religious character. P5 can be utilised as a platform for integrating religious values into the learning process, so that students not only develop academically but also possess a strong character foundation. Thus, this study provides empirical evidence that P5 can serve as an effective instrument in shaping students' religious character.

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