



## **The Influence of Project Based Learning (PJBL), Character Development and Learning Independence on the Implementation of the Pancasila Profile at SMK PGRI 13 Surabaya**

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### **Abstract**

This study aims to find out how the influence of Project Based Learning (PJBL), Character Development and Learning Independence on the Pancasila Profile at SMK PGRI 13 Surabaya. This type of research uses quantitative. The population of this study is students in grades X and XI of the Department of Office Management at SMK PGRI 13 Surabaya with a sampling technique using a Saturated Sample with a sample of 113 respondents. Data collection with questionnaires. The analysis method was carried out by multiple linear analysis assisted by SPSS software version 25. The results showed that the variables Project Based Learning (PJBL), Character Development and Learning Independence had a positive and significant effect on the Pancasila Profile both partially and simultaneously. So it can be concluded that Project Based Learning (PJBL), Character Development and Learning Independence can affect the implementation of the Pancasila Profile. However, the influence of the three variables is still relatively low, so if a similar study is held, it is expected to complement various shortcomings and add other variables besides the variables used.

### **How to Cite**

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## INTRODUCTION

Education is the most important aspect in producing quality from the nation's generation (Meliyana et al., 2023). Education is the main factor that has the goal of encouraging a more advanced generation of the nation in the future. Education also has an important role in growing and shaping the quality of Human Resources (HR) that are able to be globally competitive. Education is a place of a process to develop the potential possessed by individuals to be able to live life both cognitively, affectively and psychomotorically (Arifudin, 2022). Education is dynamic, therefore continuous improvement is needed. Therefore, education in Indonesia is always updating to achieve good quality education and in accordance with desires. In achieving good quality education, guidelines or references are needed in carrying out the learning process so that it can run effectively and efficiently. The guidelines or references used as a basis for the implementation of the learning process are the curriculum. The curriculum is a very important part of the educational process, because the curriculum is the main reference in the material that will be taught in Education (Ummah, 2023). The curriculum has a very important role in education because the curriculum can create a young generation that is intelligent, competent, characterful, moral and responsible (Andriani, 2020). The curriculum in Indonesia has often changed from a competency-based curriculum to the KTSP Curriculum, then it was renewed again with the 2013 Curriculum, until now it has become the Independent Curriculum. The independent curriculum is one of the developments that have an impact on the education system. In this independent curriculum, learning is designed by considering the development and level of achievement of students by adjusting the learning needs of students so that they can create more enjoyable learning. With the existence of the independent curriculum which has currently been tested for 3 years, it has a program in the form of the Pancasila Student Profile Strengthening

Project (P5). Pancasila student profiles are applied to educational units starting from kindergarten, elementary, junior high, and high school levels (Rusnaini et al., 2021). The Pancasila profile is a form of implementation of the independent curriculum which is applied to support the strengthening of the Pancasila profile to students so that students can have an attitude in accordance with the six dimensions possessed by the Pancasila profile (Purnawanto, 2022). Within the basic framework of the independent curriculum, there is a Pancasila Profile Strengthening Project program that uses an approach Project Based Learning (PJBL) where this learning is carried out to observe and think about solutions to problems that exist in the surrounding environment. The Pancasila profile has six profiles, namely (1) Noble character; (2) Critical reasoning; (3) Creativity; (4) Global Diversity; (5) Independence; (6) mutual cooperation. One of the efforts to implement the Pancasila Profile is by implementing a learning model Project Based Learning (PJBL) where this model is one of the learning models that can be used in the implementation of the independent curriculum in the context of implementing the Pancasila Profile in schools.

Project Based Learning (PJBL) is an ideal learning model to achieve 21st century educational goals because it applies the principles of critical thinking, communication, collaboration and creativity (Fitri et al., 2018). Project-based learning is one of the learning models that has been proven to be effective in improving students' critical thinking skills. Project-based learning is linked to real-life events that can encourage students to think analytically, identify problems, find solutions and apply the knowledge gained in real-life events (Sholeh. et al., 2024). Successful implementation of the model Project Based Learning (PJBL) in learning depends on a teacher's ability to condition learning effectively, as effective instruction can help reduce the "cognitive load" of learners (Jatisunda & Nahdi, 2020). Cognitive load is the burden of students in doing certain tasks that involve cognitive

processes (Latifah et al., 2016). With reduced cognitive load, learners will be encouraged to take small steps that can achieve cognitive growth beyond their reach. This cognitive growth is related to students' ability and mental activity in capturing information, thinking skills, and solving problems (Khiyarusoleh M.Pd., 2016). In addition, in implementing this project-based learning model, teachers use strategies to encourage student creativity without hindering students' thinking processes (Sholeh. et al., 2024). In this learning model, students are required to be more creative in developing their ideas to produce products according to the previous design. Based on the study, Project Based Learning (PJBL) has the advantage of being able to help students to design a process to determine a result, train students to increase their sense of responsibility in managing information carried out on a project which is then presented to improve their abilities Public Speaking and Confidence by presenting the results of their work. In addition to having advantages, Project Based Learning (PJBL) also has shortcomings. Learning model Project Based Learning (PJBL) increases the workload and can be said to take up a lot of time for teachers and students (Almulla, 2020). So, it can be concluded that the success of the learning process Project Based Learning (PJBL) is determined by teachers as designers and learning facilitators who must condition students so that students can have understanding, motivation and insight related to the project that has been given and will be carried out as a form of implementation in improving the quality of human resources.

Improving the quality of human resources in keeping up with the rapid development of the times can be done by improving the quality of education (Cahyono, 2017). In the era of globalization, the level of competition in all aspects is increasing and followed by a variety of new problems. Critical thinking skills are needed to be able to make decisions and solve a problem faced with creative alternative solutions (Dalyono B, 2017). Education is a forum to shape a person's behavior,

potential, and character superior and quality (Cahyono, 2017). Law No. 20 of 2003 concerning the National Education System Chapter 2 Article 3 states that national education functions to develop abilities and shape the character and civilization of the nation in educating the life of the nation, this aims to develop the potential of students to become human beings who are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In this case, education is one of the fields that has an important role in shaping a generation that is intelligent, wise and characterful (Rachmadyanti, 2017). Character education is an effort that is designed and implemented systematically to instill the behavioral values of students related to God Almighty, oneself, fellow humans, the environment, and nationality whose manifestations are thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs (Diani, 2015). The world of education has an important role in shaping the character of students today, although in its implementation or application there are still shortcomings, this is a challenge for an educator or teacher to continue to build student character in accordance with the correct education system. Pancasila is an example of efforts to build the nation's character, because if the values of Pancasila are not implemented, it will have a negative impact on the country (Damanhuri et al., 2016). Characters can describe the basic potentials that make up a person's personality. Character will reflect the behavior and attitude of the individual in daily life. Through education, we can create a generation that has good character. In the process of implementing learning in the current curriculum, namely the independent curriculum in an effort to achieve P5, it has the goal of producing students who have high competence and adhere to high character values. Character is a characteristic possessed by a person so that character plays an important role in an individual's identity. Definition of character according to the Language Center

(Samani & Hariyanto, 2012)Ministry of National Education (2008) namely innate, heart, soul, personality, ethics, behavior, personality, nature, character, temperament and disposition. Social culture is related to the school, family, and community environment that lasts throughout human life. Therefore, character can reflect that a person is not only knowledgeable but also behaves and behaves well in daily life in the family, school and community environment. In addition, character formation can also foster an attitude of independence towards students in the learning process and in students' daily lives (Komalasari, 2017 ).

Learning independence is the main demand of students in learning so that students can complete tasks, believe in their own abilities, and not depend on others. According to Sumarmo (2010) The characteristics contained in learning independence are (1) the individual designs his own learning according to the needs or goals of the individual concerned, (2) the individual chooses the strategy and implements the learning plan, (3) the individual monitors his own learning progress, evaluates his learning outcomes and compares them with certain standards. Student learning independence in the application of the Pancasila profile is influenced by internal and external factors. One of the internal factors in question is self-confidence and one of the external factors in question is the learning environment. According to Irfan Sugianto (2020), Two internal and external factors greatly affect learning independence. Learning in the application of the independent curriculum requires students to be more independent in the learning process, but in reality, in classroom learning activities show that students still do not show an independent attitude in the learning process. The independent curriculum is applied with the aim of training students in thinking; this is because the main factor in supporting the implementation of the independent curriculum is teachers and students who are the main subjects in learning activities. The implementation of the independent curriculum refers to the approach and prepa-

ration of a curriculum that provides flexibility for schools, teachers, and students in establishing a learning process that is tailored to local needs, interests, and individuals (Susetyo, 2020). The independent curriculum is implemented so that learning activities in schools become more active and creative (Aprima & Sari, 2022). The existence of the independent learning curriculum also aims to face educational challenges in the era of the Industrial Revolution 4.0 where its application must support and relate to skills so that students can think critically, solve problems, be creative and innovative and have good communication and collaboration skills (Risdianto, 2019). Learning independence is important to be developed so that students can have awareness to learn and be able to take responsibility for their learning outcomes. In addition, the problem that occurs is when students are faced with learning where students are required to learn independently. The independence that students have can also foster student activity. Students who have independent learning will prepare the material they have obtained before (Riyanti et al., 2021). Learning independence has a positive impact so that student learning outcomes can be more optimal (Riyanti et al., 2021). Therefore, learning independence is an important role to provide optimal and good learning outcomes and achievements in accordance with the current curriculum.

Based on initial observations at SMK PGRI 13 Surabaya, the Project Based Learning (PJBL) learning model has been carried out in the learning process. However, some students are still less collaborative in the project assignments given by the teacher in groups, this is due to the unfair selection of group members in it because some students are not comfortable with friends other than their classmates or groups due to the lack of communication between students and the lack of individual participation in giving ideas in the assignment so that the lack of collaboration and communication causes the results or products produced to be less achieved This shows that the project-based learning model

is still not achieved in the indicators of the success of a project. In addition, when conducting initial observations at SMK PGRI 13 Surabaya, it also showed that the indicators of discipline in student character were still not achieved, which can be seen from the number of students who still arrived late and carried out the punishment determined by the picket teacher. Based on initial observations, it shows that students of the Office Management Department at SMK PGRI 13 Surabaya also still have a low category of learning independence, this can be reviewed from the learning process in the classroom where students only rely on the material provided by the teacher and lack the initiative to develop the material that has been given. In addition, when teachers give homework (homework), there are still students who are late in collecting and still depend on friends to do it. Researchers suspect that students lack confidence in their abilities.

The theory used in this study is Humanistic Theory where this theory focuses on effective learning outcomes where in this theory will learn how to increase one's creativity and potential. Humanistic theory has the goal of humanizing humans because it aims to facilitate and help understand how the learning process of each individual student (Habsy et al., 2023).

This research is based on previous research. In accordance with previous research on the study (Dewanto, 2025) explains that the learning model Project Based Learning (PJBL) has a significant impact on the formation of student character by including Pancasila values. While research (Ningsih, Nurfidianty Annafi, 2025) explains that the learning model Project based Learning (PJBL) has no effect on strengthening the profile of Pancasila students. Research (Andini & Wahidah, 2024) explained that the Pancasila profile has an effect on students' independent attitudes. This shows that research gap, because the results test the learning model Project Based Learning (PJBL) gave various conclusions. On the one hand it is influential and on the other hand it has no effect. Meanwhile, research

from discussions related to Character Development and Learning Independence has the same results, namely affecting the Pancasila Profile. Therefore, further research is needed to explain the relationship between learning models Project Based Learning (PJBL), Character Development and Learning Independence to the Pancasila Profile.

The novelty of this research emphasizes the impact of Character Development and Learning Independence on the implementation of the Pancasila Profile in schools in accordance with the goals of 21st Century Education.

Based on the above phenomenon and background, the researcher is interested in researching things that are different from previous research with the title "The Influence of Project Based Learning (PJBL), Character Development and Learning Independence on the Profile of Pancasila at SMK PGRI 13 Surabaya.

## METHODS

This study uses a quantitative research method. The quantitative method in this study was used to determine whether there is a relationship or influence between variables Project Based Learning (PJBL), Character Development and Learning Independence on the Pancasila Profile at SMK PGRI 13 Surabaya. The population of this study came from students in grades X and XI of the Office Management Department at SMK PGRI 13 Surabaya. This study uses a saturated sample technique obtained from a sample of 113 students. The type of data in this study is quantitative data. Data collection uses questionnaires which are also primary data materials and instruments in this study. Assisted data analysis techniques software SPSS version 25 was carried out with instrument trials, classical assumption tests, multiple linear analysis, and hypothesis tests. An adequate level of respondent participation in the study can be an indicator of success in data collection.

## RESULTS AND DISCUSSION

In this study, a classical assumption test was carried out which included the normality test, the multicollinearity test, and the heteroscedasticity test. Based on the normality test, the Asymp. Sig. (2 tailed)  $X_1 = 0,052$ ;  $X_2 = 0,073$ ;  $X_3 = 0.081$  and  $Y = 0.065$  which means that the value is  $>\alpha$  which indicates a probability value of  $>0.05$  so that the regression model is normally distributed. Based on the multicollinearity test, the variable VIF value was obtained  $X_1 = 1,457$ ;  $X_2 = 1,788$ ; and  $X_3 = 1.543$  which means the VIF value of all variables  $<10$ . And the value of the tolerance variable  $X_1 = 0,686$ ;  $X_2 = 0,559$ ;  $X_3 = 0.648$  which means a tolerance value of  $>0.05$ . So, it can be drawn that there is no multicollinearity relationship between variables  $X_1$ ,  $X_2$ ,  $X_3$ . Based on the heteroscedasticity test, significant values were obtained on the  $X_1 = 0,513$ ;  $X_2 = 0,671$ ;  $X_3 = 0.710$ . This shows that each

independent variable is not significantly correlated with the residual absolute value as shown by the significance value of each variable  $>0.05$  so that the assumption of the absence of heteroscedasticity in this regression model is met.

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**Table 1.** Test Results t

Coefficients <sup>a</sup>							
Model		Unstandardized Coefficients		Standardized Coefficients		t	Itself.
		B	Std. Error	Beta			
1	(Constant)	5.998	2.157			2.782	.006
	PJBL	.123	.049	.242		2.497	.014
	HP	.239	.118	.218		2.029	.045
	KM	.190	.094	.202		2.027	.045
a. Dependent Variable: Profil Pancasila							

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Source: Processed Primary Data, 2025

**Table 2.** F Test Results

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Itself.
1 Regression	295.735	3	98.578	15.340	.000b
Residual	700.459	109	6.426		
Total	996.195	112			

a. Variable Dependent: PP

b. Predictors: (Constant), KM, PJBL, PK

Source: Processed Primary Data, 2025

rity relationship between variables X1, X2, X3 . Based on the heteroscedasticity test, significant values were obtained on the  $X1 = 0,513$ ;  $X2 = 0,671$ ;  $X3 = 0.710$ . This shows that each independent variable is not significantly correlated with the residual absolute value as shown by the significance value of each variable  $>0.05$  so that the assumption of the absence of heteroscedasticity in this regression model is met.

From Table 2, the significance value of the influence of the variables Project Based Learning (PJBL), Character Development and Learning Independence together on the Pancasila Profile was  $0.000 < 0.05$  and the value of  $f_{hitung} 15.340 > \text{the value of } f_{2.69}$ , then,  $H_0$  was accepted and  $H_0$  was rejected. So it can be concluded that simultaneously or together the variables of Project Based Learning (PJBL), Character Development and Learning Independence have a significant positive effect on the Pancasila Profile at SMK PGRI 13 Surabaya.

Table 3 shows the results of the R Square value of 0.297 showing that the Pancasila Profile is influenced by Project Based Learning (PJBL), Character Development and Learning Independence by 29.7% while 70.3% is influenced by other factors besides the above variables.

### The Influence of Project Based Learning (PJBL) on the Pancasila Profile

The results of the analysis show that Project Based Learning (PJBL) has a positive and significant effect on the Pancasila Profile. Based on the results of the T Test that has been carried out, these results mean that the

implementation of the Pancasila Profile will increase if the application of the Project Based Learning (PJBL) learning model is improved. This shows that Project Based Learning (PJBL) can be an effective learning strategy in instilling the values reflected in the Pancasila Profile.

The results of this study are in line with the research (Dewanto, 2025) which in the study shows that there is an influence between Project Based Learning (PJBL) on the Pancasila Profile. However, in the study (Ningsih, Nurfidianty Annafi, 2025) shows that there is no influence between Project Based Learning (PJBL) on the Pancasila Profile. This may be due to differences in the implementation context or teachers' readiness to apply the model Project Based Learning (PJBL) optimally.

In addition, based on the results of the questionnaire answers from the respondents, it shows that most of the respondents strongly agree with the indicators of Project Determination with the statement Students always participate in the initial discussion of making the project, who voted strongly in favor as many as 55 respondents or 48.7%. In addition, in the Project Planning indicator that voted strongly agreed, namely 14 respondents or 12%, the indicator of Schedule Preparation who voted strongly agreed, namely 17 Respondents or 15%, the indicator of Project Completion who voted strongly agreed, namely 40 Respondents or 35.4%, on the indicator of Report Preparation and Presentation of Results who voted strongly agreed, namely 20 Respondents or 17.7% and in the indicator of Project Evaluation who voted strongly agreed, namely 33 Respondents or 29%. This

**Table 3.** R2 Test Results

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545a	.297	.278	2.535
a. Predictors: (Constant), KM, PJBL, PK				
b. Dependent Variable: PP				

Source: Processed Primary Data, 2025

means that students must always participate in the initial discussion of project making because the active participation of students in the project planning stage is an important part of fostering students' creative and collaborative attitudes in accordance with the values in the Pancasila Profile. Student involvement or student participation in project making also reflects a democratic attitude that is part of strengthening the character of Pancasila in the learning process.

### **The Influence of Character Development on the Profile of Pancasila**

The results of the analysis show that Character Development has a significant positive effect on the Pancasila Profile according to the results of the T Test that has been carried out. These results mean that the implementation of the Pancasila Profile will increase if the Character Development of students is improved. This means that the better the Character Development of individual students in the school environment, the higher the success rate of the implementation of the Pancasila Profile in accordance with the six existing dimensions which include Faith and Devotion to God Almighty, Global Diversity, Mutual Cooperation, Independence, Critical and Creative Reasoning.

The results of this study are in line with the research (Rahmawati et al., 2023) which in the study shows that there is an influence between Character Development on the Pancasila Profile. In addition, the results of this study are also in line with the research (Hijran & Fauzi, 2023) if the individual character of the student has a positive impact with the implementation of the Pancasila Profile. This provides encouragement to grow into someone with strong morals and the ability to make a meaningful contribution to society.

In addition, based on the results of the questionnaire answers from the respondents, it shows that most of the respondents strongly agree with the Discipline indicator with the statement that students always come to school on time, who voted strongly agree as many as

65 respondents or 57.5%, on the Tolerance indicator who chose to strongly agree, namely 42 Respondents or 37% while on the Honest indicator who chose to strongly agree, namely 32 Respondents or 28%. This means that students must always come to school on time as a tangible form of discipline which is one of the main characters in supporting the implementation of the Pancasila Profile. Time discipline can reflect an attitude of individual responsibility towards the learning process.

### **The Influence of Learning Independence on the Pancasila Profile**

The results of the analysis show that Learning Independence has a positive effect on the Pancasila Profile according to the results of the T Test that has been carried out. These results mean that the implementation of the Pancasila Profile will increase if students' Learning Independence is improved. This means that the implementation of the Pancasila Profile will increase if students' learning independence is consistently improved through things that can encourage an attitude of responsibility, initiative and independent problem-solving in individual students.

The results of this study are in line with the research (Ningsih, Nurfidianty Annafi, 2025) which in the study shows that there is an influence between Learning Independence on the Pancasila Profile. This shows that learning independence is an important aspect in shaping the character of students who are able to think critically and be responsible for their own learning processes and outcomes as reflected in the dimensions of the Pancasila Profile. This is also in line with research (Sofiyat, n.d.) which shows a fairly strong correlation between Learning Independence and the Pancasila Profile.

In addition, based on the results of the questionnaire answers from the respondents, it shows that most of the respondents strongly agree with the Problem Solving indicator with the statement Students always look for references to other sources when it is difficult to work on the exercise questions, who chose



to strongly agree as many as 47 respondents or 41.5%, on the Initiative indicator who voted strongly agreed, namely 36 Respondents or 31.9% while the responsible indicator who chose to strongly agree, namely 39 Respondents or 34.5%. This means that students have to look for references from other sources when it is difficult to work on practice questions. These findings reinforce that independence in learning is not only reflected in the willingness to learn independently but also in proactive efforts to find solutions when facing challenges in learning. Thus, increasing student learning independence can be an effective strategy in strengthening the implementation of the Pancasila Profile in the school environment.

### **The Influence of Project Based Learning (PJBL), Character Development and Learning Independence on the Pancasila Profile**

Based on the determination coefficient test, it is known that Project Based Learning (PJBL), Character Development and Learning Independence simultaneously affect the Pancasila Profile in accordance with the results of the F test that has been carried out. This means that Project Based Learning (PJBL), Character Development and Learning Independence together have a significant positive influence on the Pancasila Profile.

Based on the determination coefficient test, it is known that Project Based Learning (PJBL), Character Development and Learning Independence simultaneously affect the Pancasila Profile in accordance with the results of the F test that has been carried out. This means that Project Based Learning (PJBL), Character Development and Learning Independence together have a significant positive influence on the Pancasila Profile.

This research is supported by the Humanistic Theory (Abraham Maslow and Carl R. Rogers) where this theory gives students the freedom to determine the direction of their own lives and take full responsibility for themselves and others, so that it can be said that students must have an independent attitude in learning (Qodri, 2017). In addition, Humanistic Theory also encourages students' awareness of character formation in individual students (Muhammad, 2020). This indicates if Project Based Learning (PJBL), Character Development and Learning Independence can affect the implementation of the Pancasila Profile.

Based on the results of the analysis that has been carried out, several opinions that are in line with this research, as well as from the results of previous research, it can be concluded that the existence of Project Based Learning (PJBL), high Character Development and Learning Independence is able to increase the implementation of the Pancasila Profile at SMK PGRI 13 Surabaya.

Based on the results of the analysis that has been carried out, several opinions that are in line with this research, as well as from the results of previous research, it can be concluded that the existence of Project Based Learning (PJBL), high Character Development and Learning Independence is able to increase the implementation of the Pancasila Profile at SMK PGRI 13 Surabaya.

## **CONCLUSION**

This study concludes that: (1) there is a positive and significant influence Project Based Learning (PJBL) on the Pancasila Profile at SMK PGRI 13 Surabaya; (2) there is a positive and significant influence of Character Development on the Pancasila Profile; (3) there is a positive and significant influence of Learning Independence on the Pancasila Profile; (4) there is a simultaneous influence on the variables Project Based Learning (PJBL), Character Development and Learning Independence on the Pancasila Profile at SMK PGRI 13 Surabaya. Further research is expected to conduct comparative research that compares the effects of Project Based Learning (PJBL), Character Development and Learning Independence to the Pancasila Profile. In addition, it can also add other variables that can influence the Pancasila Profile.

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