Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The Case of Indonesia

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Abstract

This study seeks to explain the influence of School Principal Vision (VPL), Extracurricular Activities (EAC), Avaibility Experts / Instructors / Coach (AIE), the role of Non-formal / Informal Leader (NCL), Parents' Participation (PPS), and Community Activity Center (CAC).) as exogenous latent variables to endogenous latent variables of character education in schools (CES). The research was conducted on 11th grade high school students with a sample size of 720 people. Data collection was carried out through distributing questionnaires, interviews and focus group discussions (FGD. The analysis was carried out through the Structural Equation Model (SEM) using the LISREL 8.70 program. The results showed that there was a positive influence between exogenous latent variables on endogenous latent variables. It is necessary to pay attention to the implementation of character education in schools, as well as indicators of each variable that contribute the strongest, namely: development of school and external cooperation (VPL); variations in extracurricular activities (EAC); involvement of community activity centers (AIE); role of non-formal / informal as a driver of community activities (NCL); provision of expert staff / instructors / coaches (PPS) for character education; and qualifications of instructors / trainers who are competent in organizing extracurricular activities (CAC)). Furthermore, character education in schools (CES) has a positive impact on the development of Pancasila (PSD) students.

Keywords: character, participation, instructor/expert, informal leaders, Pancasila student

INTRODUCTION

For a long time the government has paid attention to character education for students, with the aim of fostering awareness and good behavior for themselves and as members of society. Teaching character in schools is given through separate subjects and religion, or integrated. The problem of character education is given special emphasis, because students' deviant behavior is increasing and it is worrying. The types of delinquency that were manifested by students were no longer mild, such as truancy, cheating, annoying friends, etc., but were classified as severe in the form of bullying, fights between groups of students (brawls), free sex, abuse addiction to narcotics and illegal drugs, and stealing, even resulting in casualties. These various incidents indicate a disorientation between the normative and empirical levels, and if allowed to weaken the students' awareness and character (Blerina & Ilir, 2021).

Character education is expected to build awareness, attitudes, and behavior of students who uphold virtue, morality, tolerance, respect for human rights, and strive to create a civilized life (Law of the Republic of Indonesia Number 20 of 2003). However, character education that is carried out is often considered ineffective, one of which is less supported by adequate teacher quality, limited learning facilities and resources,

and learning that places more emphasis on cognitive aspects (Fajar, 2004; Cholisin, 2002; Nadiroh, 2009). In 2017, the Ministry of Education and Culture issued a policy of strengthening character education in schools by prioritizing 5 (five) aspects of teaching, namely: religiosity, nationalism, independence, mutual cooperation, and integrity (Presidential Decree No. 87/2017; Strengthening Character Center, 2018; Blerina & Ilir, 2021).

The aspect of religiosity is intended so that students are able to reflect on belief in God, carry out religious teachings and beliefs, respect religious differences, respect other people's worship activities, and live in harmony. The aspect of nationalism is intended so that students are able to think and behave that shows loyalty, concern and high respect for language, physical, social, cultural, economic, and the political environment of the nation, and prioritizes the interests of the nation and state. The aspect of independence is intended so that students have attitudes and behaviors that are not dependent on others and use all their energy, thoughts, time to realize their hopes, dreams and aspirations. The cooperation aspect is intended so that students are able to appreciate the spirit of cooperation, solve common problems, establish communication, and sincerely provide assistance to others. Aspects of integrity internalize the values that underlie behavior that make students trustworthy in words, actions and work, and have commitment and loyalty to human and moral values (https: // Cerdasbercharacter. kemdikbud.go.id /? Page_id = 733; Blerina & Ilir, 2021).

The character education strengthening program will be maintained in the policy of the Minister of Education and Culture for 2019-2024 by issuing the Pancasila student policy. There are 6 (six) main characteristics covered in the concept of Pancasila students, namely: having faith and having noble character; global diversity; cooperate; independence; critical thinking; and creative (Directorate of Primary Schools, 2020). It is inevitable that Pancasila Student profile development effort requires the implementation of systematic education, directed, and not only the starting point in terms of theoretical but also practical.

It is suspected that various factors influence the implementation of character education that need to be considered, including: the vision of character education for school principals, the availability of supporting facilities for character education, the availability of teaching staff and experts, the participation of nonformal/informal community leaders, and the participation of parents of students. This factor is the exogenous latent variable which is thought to affect the endogenous latent variable of character education. This paper wants to explain the effect of exogenous latent variables on these endogenous latent variables, further explaining the impact of character education on the development of the profile of students of Pancasila.

2. LITERATURE REVIEW

2.1. *Character Education*

In the current development of global life, the implementation of education is not only intended for students to master and develop science and technology, but must be accompanied by creativity, critical thinking, collaboration, communication, problem solving skills, and character (Pearlman, 2006; Agung, 2017). Especially the last one, character education in Indonesia has long been implemented and continues to be pursued, aiming to equip students to know, understand, and develop attitudes and behavior with their physical and social environment. Character education is an effort to internalize values to control student behavior so that it is in line with morals, norms and rules that apply in society, and is beneficial for themselves and their environment (Hill, 2002; Santrock, 2009; Lickona, 2016).

Lickona (2016) argues that good character aims to live and work together as a family, community, nation, and association with other nations in the world. Character Counts (2021) suggests the existence of The Six Pillars of Character, namely: trustworthiness (integrity, honesty and loyalty); fairness, open minded and does not like to take advantage of others; caring, have a caring attitude and concern for others as well as social and environmental conditions; respect, always respect and others; citizenship, awareness of laws and regulations and concern for the natural environment; responsibility, as behavior that is responsible, disciplined, and always does the best.

2.2. *Principal's Vision*

The role of the principal is organizing and directing objectives and results to be achieved by the institution. On that basis, the principal vision is an important factor in achieving the objectives and results of the school. Vision is the hope and future goals to be achieved through change and progress for the better. It is through this vision that a principal will manage his institution and realize other leadership attitudes, such as: achievement-oriented, being an agent of change, having the courage to take risks using new methods / techniques for progress, involving staff participation in decision making, and so on (Nanus, 2004; Anderson, 2016; Anderson, 2017; Robbins, 2017).

Currently the challenge faced is having the principal's vision to develop human resources who master science and technology, and shape the personality and character of students. The success of character education requires a strong vision in internalizing character values to students through intra and extracurricular activities. In extracurricular activities, schools need to develop cooperation with activity centers outside of schools such as: sports clubs, art studios, journalism training, robotics clubs, religious groups, outbound organizers, and others; carry out national holidays and religious holidays; periodically supervise and evaluate the implementation of character education, and so on. No less important is the application of the principal's daily behavior patterns who can become role models for school members, such as: democratic, open to accepting opinions, self-control, courtesy, respect for others, and others (Schein, 2014; Goleman, Boyatzis, & McKee, 2007).

2.3. *Extracurriculer*

Character education in schools is not sufficiently approached through theoretical learning and cognitive coaching in the classroom, but it needs to be emphasized on practical activities through extracurricular activities. If the intracurricular is integrated into the subject, while the extracurricular is integrated into the types of activities at school and outside the school that are relevant. By organizing extracurricular activities, it is hoped that students can enrich and develop their potential optimally (interests, talents, and creativity), as well as strengthen the personality and character of students so that they

are able to avoid negative and destructive influences, prepare students to be virtuous, democratic, and respect human rights (Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008; Blerina & Ilir, 2021).

Extracurricular activities need to be specially planned and followed by students according to their personal needs and conditions. Extracurricular is education outside of subjects and counseling services for self-development, social behavior, recreation and career preparation for students through the principles of: individual, choice, active involvement, pleasure, work ethic, tolerance and social benefit (Agung, 2012; Yanti, Adawiah, & Matnuh, 2016; Lestari, 2016; Blerina & Ilir, 2021). Extracurricular activities can be realized in various activities, such as: scouting, arts, sports, esports, journalism, environmentalists, outbound, mountain climbing, and others, which of course require the support of adequate activity facilities.

2.4. *Expert / Instructor / Coach*

Character education is not sufficiently provided by teachers or coaches who come from schools, but it requires the involvement of various parties outside the school, one of which is by inviting competent and skilled experts / instructors / trainers. Schools may need to present parties related to character education, such as legal experts and practitioners, university lecturers, and others to explain the rights and obligations of citizens, criminal acts, drug abuse, and so on.

Apart from being experts, extracurricular activities require coaches and assistants to collaborate with parties outside of school, such as: sports clubs sending certified coaches, esports coaches, scout trainers, dance coaches, well-known journalists, and others. Its function is to foster, train, give advice, develop student potential, and so on. Various studies show the strategic role of instructors / trainers in fostering positive character development for students through extracurricular activities (Bangun, 2018; Romadhina, 2018; Aswidiyanto & Soedjrwo, 2020).

2.5. *Nonformal/Informal Leaders*

In social life there is often a social sub-systems whose members have awareness, interacting, and have a certain bond. This social sub-

subsystem is a grouping of two or more people who are united, interact with each other intensively, have the same interests, influence each other, are tied to the ownership of certain characteristics (Hunt & Horton, 2004; Koentjaraningrat, 2008; Etinenner & Trayner, 2015; Christensson & Robinson, 2016; Blerina & Ilir, 2021). Social grouping can be formal, consciously regulated, have a controlled relationship pattern, there is a division of labor that explains the authority and responsibility of each, has the power of law, and seeks to achieve common goals. But there are also nonformal/informal grouping that formed on their own, based on the interests and specific purpose, not strictly structured, and has no legal force (Stoner, 2006; Colquitt, Lepine, & Wesson, 2019; Blerina & Ilir, 2021).

Social grouping can be based on ethnicity, religion, interests, and others. It is in this social group that charismatic i nonformal/informal figures often appear who become role models for group members and other community members. Nonformal/informal figures often reflect leadership capable of influencing and mobilizing community members to achieve certain goals (Yukl, 2001; Luthans, 2014; Thoha, 2018). Leaders of Islamic boarding schools in Java, for example, are not only students, but also role models in society (Geertz, 1981; Mustafidah, 2018; Cahyoto, 2019; Nurjanah, 2020). Implicitly, the position of nonformal/informal figures is a potential social element involved in shaping the character of students. Various roles can be realized, such as: giving religious lectures in schools, lectures on ethnic diversity, the importance of tolerance in social relations, rules regarding freedom of opinion, tolerance for choosing certain political streams, carrying out social activities for the common interest, and so on.

2.6. *Parents Participation*

Although character education is given in schools, it really requires parental participation to support its success. It is from home that children develop from babies, adolescents, to being independent, separated from their parents. Implicit from early childhood to adulthood, parents are required to be morally and emotionally involved in developing children's character. Strong or weak parental attention and participation in educating children's character, tendencies will reflect the strength and weakness of the child's personality. Borrowing the opinion of Newstrom & Davis (2014), parental participation is a mental and emotional involvement to support children's education and is responsible for it. Rogers et al (2009), Đurišić & Bunijevac (2017), and Blerina & Ilir (2021) suggest that learning in school runs well if it is also supported by parental participation.

Then, what is the role of parents in children's character education? Parental participation can be reflected in various aspects, ranging from fulfilling materials to support learning, interactive participation in policy-making planning, communicative with school principals and teachers related to educational progress, consultative in the form of suggestions regarding children's talents and interests, supervision in the form of involvement in monitoring implementation character education, and so on. (Brown, 2000; Hicks, 2000; Lee, 2002; Widianto, 2015; Pratiwi, 2019; Irmalia, 2020). In addition, the role of parents is also needed in fostering children's character values at home, such as: carrying out religious behavior, discipline, perseverance, responsibility, humility towards others, honesty, and so on.

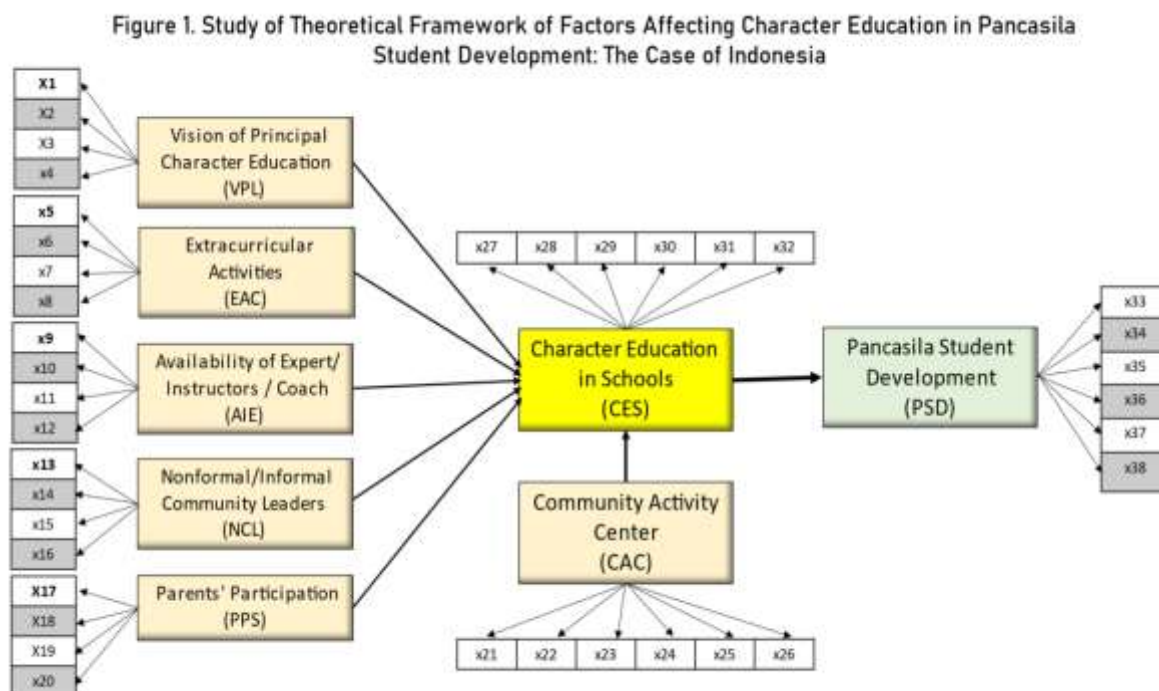## 2.7. *Pancasila Student Development*

The term Pancasila is a national consensus which is the direction and goal of the nation and state of the Republic of Indonesia, which contains 5 (five) basic values concerning Divinity, Humanity, Unity, Democracy, and Social Justice (Ministry of Information of the Republic of Indonesia, 1987). The values of Pancasila which are extracted from the culture of the Indonesian people are the constitutional foundation of the nation and state, and are expected to cover all aspects of people's lives.

In line with character education efforts, recently the Pancasila Student concept policy has emerged. Pancasila students refer to the efforts to create students with characters who have 6 (six) main characteristics, namely being faithful and virtuous; global diversity; cooperate; independent, critical thinking; and creative (Directorate of Primary Schools, 2020). Faith and virtue means understanding religious values and applying them in everyday life. Global diversity refers to understanding and respecting culture, communication skills and interacting with others, and reflecting on and taking responsibility on the basis of differences.

Cooperation means the ability to carry out voluntary activities to achieve common goals. Independence means being responsible for the process and learning outcomes through awareness of one's own abilities. Critical thinking refers to the notion of objectively processing information, both qualitative and quantitative, building linkages of various information, processing information and ideas, analyzing and evaluating reasoning, reflecting on thought processes, and making decisions. Creative refers to the ability to modify and produce something that is original, meaningful, useful, and has a positive impact (Directorate of Primary Schools, 2020, Zakso et al, 2021).

2.8. Theoretical Framework

Based on the latent variables used above, a theoretical framework is then built to approach, analyze, and solve problems, as shown in Figure 1 below.

Figure 1. Study of Theoretical Framework of Factors Affecting Character Education in Pancasila Student Development: The Case of Indonesia

* Source: Study of the Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The case of Indonesia

3. METHODOLOGY

This paper is part of the results of character education research in 2019 in 6 (six) provinces in Indonesia, namely: Riau, Jambi, West Java, West Nusa Tenggara, West Kalimantan, and Southeast Sulawesi. Sampling of research locations was limited and carried out randomly: 3 (three) were in the western part of Indonesia and 3 (three) were in the eastern part of Indonesia. From each province, one city / regency was taken, and from each city / district, 3 (three) state senior high schools (Indonesia: SMAN) with good status were determined as samples. The number of school samples is 18 SMAN.

The data was collected through a questionnaire technique to 11th grade high school students. Each school was taken as many as 40 students randomly, so that overall there were 720 students. Before the questionnaire was applied in field research, trials were conducted to see the level of validity and reliability using the Pearson and Cronbach Alpha product moment criteria (Sugiyono, 2017). Data collection was also

carried out through interview techniques and focus group discussion (FGD) to related parties, including: education service officials, school principals, character education teachers, instructors / trainers, religious leaders, and parents of students.

Specifically, the students' answers in the questionnaire were processed and analyzed by Structural Equation Model (SEM) using LISREL 8.70 program. The analysis was conducted to determine the suitability of the theoretical model to the data, the structural relationships between variables, and the contribution of each indicator variables. All of these form the basis for further research analysis.

4. RESULTS

4.1. Characteristic Respondent

The distribution of questionnaires was answered by 552 (67.3%) male students and 268 (32.7%) female students aged 15-17 years. 320 (39.0%) students majoring in Natural Sciences, 365 (44.5%) students majoring in Social Sciences, and 135 (16.5) students majoring in Cultural Sciences. Most of the students (75.9%) claimed to be Muslim, while the rest (24.1%) had other religions (Catholic, Protestant, Hindu, Buddhist). In terms of parents' income, they are

spread across various sources of work, ranging from employees at local government offices (44.9%), lecturers (6.3%), teachers (11.6%), police (2.7%), soldiers. (1.8%), entrepreneurs (4,2%), traders (13.4%), farming / gardening (11.2%), and (3.9%) others. How do students respond to character education at home and at school, is presented in table 1.

Table 1. Response Respondents Regarding Character Education (N=720)

No.	Response	Strongly Disagree	Disagree Agree	Doubtless	Agree	Strongly Agree	Total
1.	I get angry if I don't make the bed after waking up in the morning.	46 (6.39)	95 (13.19)	165 (22.92)	358 (49.72)	56 (7.78)	720 (100,0)
2.	Every morning we and our family pray before starting activities.	32 (4.44)	28 (3.89)	173 (24.03)	455 (63.19)	32 (4.44)	720 (100,0)
3.	My parents reprimanded me for not carrying out my obligation to worship.	38 (5.28)	74 (10.28)	80 (11.11)	398 (55.28)	130 (18.06)	720 (100,0)
4.	Every opportunity, parents advise to be polite in dealing with other people.	47 (6.53)	75 (10.42)	35 (4.86)	464 (64.44)	99 (13.75)	720 (100,0)
5.	Parents advise respect for others.	12 (1.67)	32 (4.44)	45 (6.25)	555 (77.08)	76 (10.56)	720 (100,0)
6.	Parents buy a lot of books on famous people.	25 (3.47)	62 (8.61)	102 (14.17)	478 (66.39)	53 (7.36)	720 (100,0)
7.	There are religious reading books available at home.	45 (6.25)	58 (8.06)	65 (9.03)	386 (53.61)	166 (23.06)	720 (100,0)
8.	Should a child participate in religious activities in the surrounding environment.	10 (1.39)	22 (3.06)	35 (4.86)	586 (81.39)	67 (9.30)	720 (100,0)
9.	A child is supposed to participate in a national holiday in the neighborhood.	12 (1.67)	25 (3.47)	45 (6.25)	490 (68.06)	148 (20.55)	720 (100,0)
10.	My parents advised me to help other community members who were experiencing difficulties.	18 (2.50)	32 (4.44)	50 (6.95)	512 (71.11)	126 (17.50)	720 (100,0)
11.	I took the initiative to come to the funeral home if a neighbor or friend was hit by a disaster.	28 (3.89)	36 (5.00)	60 (8.33)	472 (65/56)	124 (17.22)	720 (100,0)
12.	The principal has a great interest in character education in schools.	45 (6.25)	54 (7.50)	78 (10.83)	398 (55.28)	145 (20.14)	720 (100,0)

13.	The number of character education teachers in schools is sufficient.	42 (5.83)	66 (9.17)	154 (21.39)	408 (56.67)	50 (6.94)	720 (100,0)
14.	Students at school can take extracurricular activities according to their interests and talents.	38 (5.28)	124 (17.22)	144 (20.00)	352 (48.89)	62 (8.61)	720 (100,0)
15.	There are adequate supporting facilities for extracurricular activities.	75 (10.42)	94 (13.06)	124 (17.22)	358 (49.72)	69 (9.58)	720 (100,0)
16.	Extracurricular activities at school are supported by adequate instructors / trainers.	26 (3.61)	132 (18.33)	75 (10.42)	384 (53.33)	103 (14.31)	720 (100,0)
17.	The school collaborates with activity centers outside the school (sports clubs, dance studios, and others).	73 (10.14)	103 (14.30)	46 (6.39)	397 (55.14)	101 (14.03)	720 (100,0)
18.	Within a certain time, the school invites experts to lecture on certain topics (law, religion, others).	42 (5.84)	88 (12.22)	95 (13.19)	365 (50.69)	130 (18.06)	720 (100,0)
19.	Schools regularly organize religious holidays.	22 (3.06)	48 (6.67)	54 (7.50)	468 (65.00)	128 (17.77)	720 (100,0)
20.	Schools regularly organize national holidays.	18 (2.49)	75 (10.42)	86 (11.95)	398 (55.28)	143 (19.86)	720 (100,0)
21.	Students are invited by the teacher to attend religious / national holidays which are held outside the school.	36 (5.00)	66 (9.17)	72 (10.00)	390 (54.16)	156 (21.67)	720 (100,0)
22.	There are routine daily devotional activities to be followed at school.	25 (3.47)	48 (6.67)	95 (13.19)	494 (68.61)	58 (8.06)	720 (100,0)

* Source: Study of the Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The case of Indonesia

Table 1 shows that students tend to respond progressively to the character education received at home and at school. Most of the students stated that their parents were quite disciplined in carrying out activities at home and around them, which were directly or indirectly related to character building. Students also tend to answer that they are quite active in carrying out activities in the community and taking extracurricular activities at school. In extracurricular, according to the students the school has cooperated with the center of activity outside of school, such as sports clubs, art galleries, journalistic activities, outbound, and so forth.

4.2. Validity-Reliability

Validity is the accuracy of a measuring instrument (test) in carrying out its measurement function, where a test is said to have high validity if the tool performs the measurement

function appropriately. Reliability means the extent to which the results of a measurement can be trusted or have good characteristics (Azwar, 1988; Djaali, 2000). In SEM, confirmatory factor analysis (CFA) is also carried out to test the dimensions of construction or variables (Hair, 2010; Yamin & Kurniawan 2014; Haryono & Wardoyo, 2017). CFA is implemented as a validity and reliability test to determine whether the indicators actually form the latent variables under study. The validity test is done by comparing the loading factor of at least 0.5, if it is greater than 0.5 then the indicator is valid. The reliability test shows how well the measuring instrument can produce relatively the same results if repeated measurements are made on the same object by measuring Construct Reliability (CR) and Variance Extract (VE). It is said to be reliable if the CR value is> 0.70 and VE is> 0.50. Table 2 shows the results of the validity and reliability tests of the study instrument (see: Yohana, Dania, & Prihandono, 2021; Blerina & Ilir, 2021).

Table 2. Validity-Reliability Test

Variables	Indicators	SLF	CR	VE	Conclusion
Vision of Principal Leader (VPL)	x1 = Goal and target	0.95	0.9609	0.8601	Valid & Reliabity
	x2 = Provision of a teacher / instructor / coach	0.95			
	x3 = Provision of supporting facilities	0.92			
	x4 = External cooperation	0.89			
Extracurriculer Activities (EAC)	x5 = Implementation of routine activities	0.96	0.9567	0.8468	Valid & Reliabity
	x6 = The location of activities outside of school is affordable	0.91			
	x7 = Completeness of supporting facilities	0.88			
	x8 = Variation of extracurricular activities	0.92			
Availibility Experts/ Instructor/Coach (AIE)	x9 = School cooperation	0.96	0.9670	0.8801	Valid & Reliabity
	x10 = Center of activity	0.86			
	x11 = Competence and professionalism	0.97			
	x12 = Activity time	0.96			
Nonformal/ Informal Leaders (NCL)	x13 = The role of driving community activities	0.90	0.9641	0.8707	Valid & Reliabity
	x14 = The role of the development agent	0.96			
	x15 = The role of communicating and strengthening character	0.91			
	x16 = The role of supporting activity facilities	0.97			
Parents"	x17 = Participation in funding	0.96			

Participation (PPS)	x18 = Facility participation	0.92			Valid & Reliabity
	x19 = Participation in supervision	0.91	0.9585	0.8524	
	x20 = Participation in providing an expert / instructor / coach	0.90			
Community Activity Center (CAC)	x21 = Activity centers (sport clubs, art studios, and others)	0.96			
	x22 = Distance to the center of the activity	0.93			
	x23 = Routine for implementing activities	0.73	0.9675	0.8336	Valid & Reliabity
	x24 = Qualification of your instructor / trainer	0.93			
	x25 = Availability of activity facilities	0.99			
	x26 = Implementation of activities outside of school	0.92			
Character Education in School (CES)	x27 = Special teacher in intracurricular character education	0.85			
	x28 = Availability of modules / activity guidelines	0.89			
	X29 = Completeness of supporting facilities	0.78			
	X30 = Source of funding for character education	0.91	0.9479	0.7533	Valid & Reliabity
	X31 = Activities inside and outside of school	0.78			
	x32 = School committee / parent involvement	0.98			
Pancasila Student Development (PSD)	x33 = Development of faith and noble character	0.86			
	x34 = Understanding of global diversity	0.85			
	x35 = Increased cooperation	0.75	0.9251	0.6743	Valid & Reliabity
	x36 = Development of independence	0.72			
	x37 = Increased critical thinking skills	0.88			
	x38 = Increased creativity	0.86			

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4.3. Goodness of Fit Model

In constructing the study model, it is necessary to test the suitability of the model with the data it has. One way is to test the measurement model and structural model using several measurement tools or the Goodness of Fit Model / GOF (Joreskog and Sorbom, 1993; Hair, 2010; Haryono & Wardoyo, 2017; Yamin & Kurniawan, 2014). The GOF model consists of three criteria, namely an absolute measure, an incremental fit measure, and a parsimonius fit measure. The more size criteria are met, the model can be said to be suitable for the study. Table 3 below shows the analysis of the suitability of the model with the data obtained in the study. Table shows the model built is in accordance with the data. Analysis requirements are met and can be used to test the structural relationships between variables and indicators research .

Table 3. The Results of the SEM Model Suitability Criteria

Goodness-of-Fit	Cutt-off-Value	Results	Conclusion
RMR (Root Mean Square Residual)	≤ 0,05 atau ≤ 0,1	0.0310	Good Fit
RMSEA (Root Mean square Error of Approximation)	≤ 0,08	0.0372	Good Fit
GFI (Goodness of Fit)	≥ 0,90	0.94	Good Fit
AGFI (Adjusted Goodness of Fit Index)	≥ 0,90	0.93	Good Fit
CFI (Comparative Fit Index)	≥ 0,90	0.95	Good Fit
Normed Fit Index (NFI)	≥ 0,90	0.95	Good Fit
Non-Normed Fit Index (NNFI)	≥ 0,90	0.94	Good Fit
Incremental Fit Index (IFI)	≥ 0,90	0.96	Good Fit
Relative Fit Index (RFI)	≥ 0,90	0.94	Good Fit

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4.4. Structural Relationship Analysis

The validity-reliability test and the model suitability test are the basis for analyzing the structural relationship between variables. Below is shown the results of the analysis of structural relationships in the Standardized Loading Factor (figure 1) and T-Count (Figure 2) were processed using LISREL program 87.0.
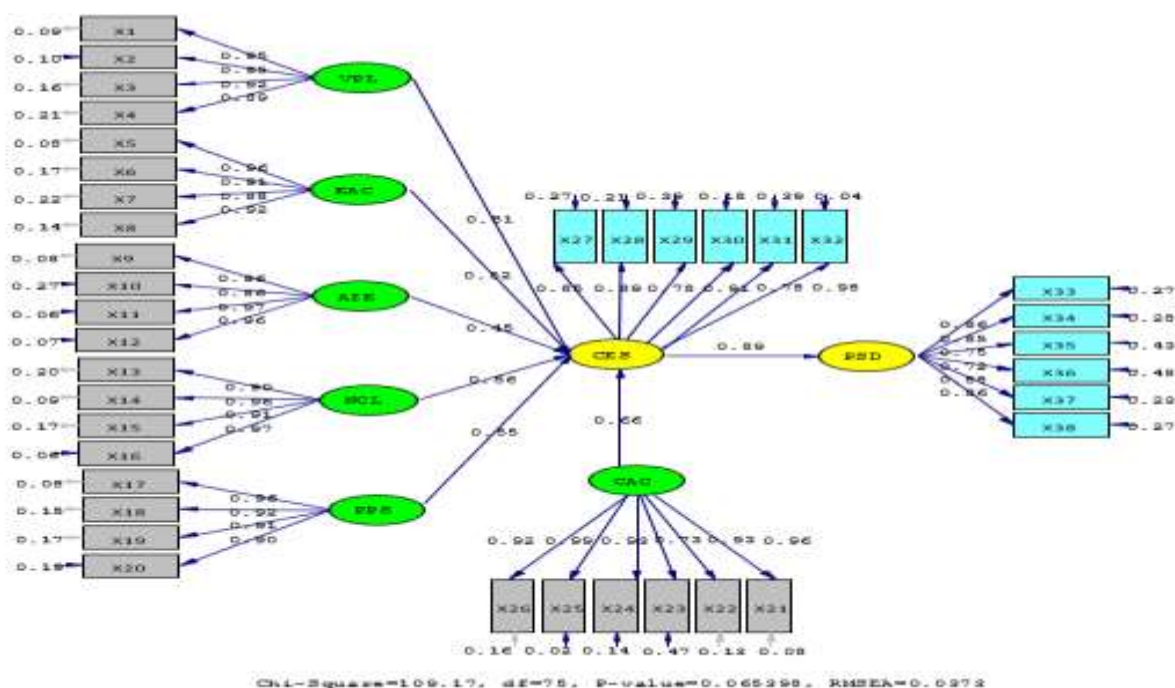
Figure 2. Standardized Loading Factor

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From figures 2, the results of hypothesis testing are obtained between the influence of exogenous latent variables on endogen latent variables, as shown in Table 4 below.

Table 4. Hypothesis Test

Hypothesis			SLF	Conclusion
H_1	VPL	→ CES	0.51	Significant Positive
H_2	EAC	→ CES	0.52	Significant Positive
H3	AIE	→ CES	0.45	Significant Positive
H_4	NCL	→ CES	0.56	Significant Positive
H_5	PPS	→ CES	0.55	Significant Positive
H_6	CAC	→ CES	0.66	Significant Positive
H_7	CES	→ PSD	0.89	Significant Positive

* Source: Study of the Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The case of Indonesia

The results of the hypothesis test above indicate that all exogenous latent variables have a positive effect on endogenous latent variables. The magnitude of the influence of exogenous latent variables on endogenous latent variables does not differ much. The Community Activity Center (CAC) variable has the greatest influence (coefficient value 0.66) on Character Education in Schools (CES), and the availability of experts / instructors / coaches (AIE) has the smallest effect (coefficient value 0.45). The results of this study indicate that the existence of activity centers in the community has an important influence in supporting character education, especially extracurricular implementation and

provision of practicum activities. That is, character education does not only emphasize the cognitive aspects, but also on the formation of awareness and behavior. The character learning process must be avoided being unidirectional and passive, as well as having less meaningful learning experiences in the process of forming student personality and behavior. For this reason, it is necessary to strive for a socio-pedagogical vehicle for character education through the use of hands-on experience by balancing theoretical mastery and behavior development (Fajar, 2004; Nadiroh, 2009).

On the other hand, hypothesis testing found that other exogenous latent variables, namely: Vision of School Principal Character Education (VPL), Extracurricular Activities (EAC), Nonformal/informal Leaders (NCL), Parental Participation (PPS) have a positive effect on Character Education in Schools (CES).

Furthermore, the success of Character Education in Schools (CES) tends to have a direct impact on Pancasila Student Development (PSD) with a fairly large coefficient value of 0.89. Character education in schools requires the involvement of all exogenous latent variables that are the focus of this study.

4.5. Contribution Indicators

From the analysis of the structural relationship (Figure 1), it can be seen that the strongest (highest) and weakest (lowest) contribution of indicators to each variable. These findings are important, especially for improving the condition of character education in schools (CES), then developing the profiles of students of Pancasila (PSD). Below is presented the loading value, construct coefficient, and the amount of the indicator contribution to each variable (Table 5).

Table 5. Contribution of Indicators to Variables

Variables	Indicators	Loading Value	Construct Coeff.	Contribution
Vision of Principal Leader (VPL)	x1 = Goal and target	0.09	0.95	0.0855
	x2 = Provision of a teacher / instructor / coach	0.10	0.95	0.0950
	x3 = Provision of supporting facilities	0.16	0.92	0.1472
	x4 = External cooperation	0.21	0.89	0.1869
Extracurriculer Activities (EAC)	x5 = Implementation of routine activities	0.08	0.96	0.0768
	x6 = The location of activities outside of school is affordable	0.17	0.91	0.1547
	x7 = Completeness of supporting facilities	0.22	0.88	0.1936
	x8 = Variation of extracurricular activities	0.24	0.92	0.2208
Availibility Experts/ Instructor/Coach (AIE)	x9 = School cooperation	0.08	0.96	0.0768
	x10 = Center of activity	0.27	0.86	0.2322
	x11 = Competence and professionalism	0.06	0.97	0.0582
	x12 = Activity time	0.07	0.96	0.0672
Nonformal/ Informal Leaders (NCL)	x13 = The role of driving community activities	0.20	0.90	0.1800
	x14 = The role of the development agent	0.09	0.96	0.0864
	x15 = The role of communicating and strengthening character	0.17	0.91	0.1547
	x16 = The role of supporting activity facilities	0.06	0.97	0.0582

Parents" Participation (PPS)	x17 = Participation in funding	0.08	0.96	0.0768
	x18 = Facility participation	0.15	0.92	0.1380
	x19 = Participation in supervision	0.17	0.91	0.1547
	x20 = Participation in providing an expert / instructor / coach	0.19	0.90	0.1710
Community Activity Center (CAC)	x21 = Activity centers (sport clubs, art studios, and others)	0.16	0.96	0.1536
	x22 = Distance to the center of the activity	0.02	0.93	0.0186
	x23 = Routine for implementing activities	0.14	0.73	0.1022
	x24 = Qualification of your instructor / trainer	0.47	0.93	0.4371
	x25 = Availability of activity facilities	0.13	0.99	0.1287
	x26 = Implementation of activities outside of school	0.08	0.92	0.0736
Character Education in School (CES)	x27 = Special teacher in intracurricular character education	0.27	0.85	0.2295
	x28 = Availability of modules / activity guidelines	0.21	0.89	0.1869
	X29 = Completeness of supporting facilities	0.39	0.78	0.3042
	X30 = Source of funding for character education	0.18	0.91	0.1638
	X31 = Activities inside and outside of school	0.39	0.78	0.3042
	x32 = School committee / parent involvement	0.04	0.98	0.0392
Pancasila Student Development (PSD)	x33 = Development of faith and noble character	0.27	0.86	0.2322
	x34 = Understanding of global diversity	0.28	0.85	0.2125
	x35 = Increased cooperation	0.43	0.75	0.3225
	x36 = Development of independence	0.48	0.72	0.3456
	x37 = Increased critical thinking skills	0.23	0.88	0.2024
	x38 = Increased creativity	0.27	0.86	0.2322

* Source: Study of the Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The case of Indonesia

5. DISCUSSION

The principal's vision (VPL) has a positive effect on character education in schools (CES). The external cooperation indicator (x4) provides the strongest contribution to the VPL variable, as well as means that there are variations in activities in the implementation of character education. Various activities tend to make learning not only theoretical, but also practical. In student opinion, the principal's strong vision for character education will encourage him to strive to complete the supporting facilities for activities, as well as the provision of experts, instructors and competent coaches (see also: Andiarini, Arifin., & Nurabadi, 2018; Harahap, 2019; Rosnaeni, 2019).

Table 5 shows that the indicators of extracurricular activity variations have the strongest contribution to the CES variable. These results indicate that students emphasize the existence of varied activities in carrying out extracurricular activities to support character education in schools. Various activities allow students to choose according to their talents and interests. (Abidin, 2018; Maulana et al, 2020; Rabbaniyah, Sudjanto, & Supadi, 2019). Various extracurricular activities can be carried out inside and outside the school in collaboration with activity centers in the community (for example: sports clubs, dance studios, modern and traditional music studios, journalistic training, etc.). In line with this, students also emphasize the importance of completing supporting facilities and an affordable location for the implementation of character education activities (Andiarini, Arifin, & Nurabadi, 2018; Harahap, 2019; Rosnaeni, 2019).

The same results are shown from the variable the presence of experts / instructors / coaches (AIE) has a positive effect on character education in schools (CES). The activity center indicator has the strongest contribution to the variable (AIE) which shows that students prioritize the importance of having an activity center in the community in supporting the implementation of character education in schools, such as mental and physical health development through sports clubs, art studios (modern dance and traditional dance) , music, drama, painting, sculpture, etc.), journalistic skills training, outbound activities, and others. Collaboration between schools and activity centers is needed to channel talents and interests, and will encourage students to carry out activities passionately (Hayani, 2016; Yuliawan, 2017; Riskayanti, 2018; Artana et al, 2020). Students do not question the professionalism of experts / instructors / coaches, as long as they have the ability to guide activities.

The non-formal / informal leader (NCL) variable also has a positive influence on character education in schools (CES), even recording the greatest value compared to other variables studied. Table 5 shows that the indicators of the driving role of community activities have the strongest contribution to the NCl variable. This means that non-formal / informal leaders have an important role in driving activities in society, both those related to

religious and cultural aspects. In these activities, non-formal / informal leaders can socialize and communicate religious and cultural values, including strengthening character building, developing tolerance and behavior of community members, especially students. In addition, informal / informal leaders also have the ability to act as agents of change, especially their support in implementing development programs. This ability arises because the informal / informal leader has become a role model and has an emotional connection with community members. Many of the successes of development programs in the community cannot be separated from the support of the role of this non-formal / informal leader in mobilizing community participation and adopting the program (Fajri, 2017; Aedah, 2017; Heryani, 2018).

Another variable is parental participation (PPS) which also has a positive influence on character education in schools (CES). Table 5 shows that the parental supervision participation indicator has the strongest contribution to the PPS variable. This means that parental supervision participation is needed in character education, both in children's activities inside and outside of school (see also: Ersyad, 2017; Rengganis, Tarma, & Rasha, 2019). Character education also requires material participation from parents, both in funding support, activity facilities, expert assistance / instructors / trainers, and others (Tetik, 2016; Ningrum, 2019). Consultation participation is an indicator that is considered important, especially with regard to information regarding the suitability of children's talents and interests to participate in activities at school. Match with talents and interests will increase children's enthusiasm to do activities with joy. In character education, interactive indicators are the weakest in contributing to the PPS variable. This means that students do not consider the need for parental involvement in character education planning, on the contrary it is the responsibility of the school principal, teachers, and instructors / activity coaches.

The Community Activity Center (CAC) variable also has a positive influence on character education in schools (CES). The indicator in the CAC variable that gives the strongest contribution is the qualification of the instructor / trainer to foster activities. This means that

through these activity centers, students are expected to receive training from competent instructors / trainers to direct their talents and interests. This is not necessarily achieved if it is only provided by the school. Activities by activity centers can be carried out inside and outside the school. In students' perceptions, if it is not a problem outside the school, the location and distance from the residence to the center of student activities is not a problem, as long as it is relatively affordable. Strictly speaking, the existence of an activity center, competent instructors / trainers, facilities, and others are complementary and supportive aspects in the implementation of character education.

If the above discussion is an exogenous latent variable that affects the endogenous latent variable character education in schools (CES), what about the strongest and weakest indicators of the CES variable itself? In table 5, it can be seen that the indicators of the completeness of the means of supporting activities and the implementation of activities inside and outside of school provide the strongest contribution with the same value to the CES variable. Students expect various character education activities to be carried out routinely inside and outside of school, and supported by adequate activity facilities. In schools, it is hoped that there will be teachers of intracurricular character education who are competent and able to integrate them into the subject matter. For this reason, the character education module needs to be supported as a guide for teachers in integrating into the intracurricular, and instructors / coaches for extracurricular activities. The involvement of the school committee and parents of students is an indicator that contributes to the weakest value, in the sense of minimizing their involvement in character education planning in schools.

Furthermore, CES is an exogenous latent variable that has a positive impact on the development of the Pancasila Student (PSD) profile. The impact on PSD is relatively even, but the strongest is on the indicators of developing an attitude of independence. This means that the successful implementation of character education will develop students' independent attitudes that are characterized by self-confidence, responsibility, initiative, discipline, respect for time, and others (Psychology University, 2020). Another impact

in the development of Pancasila Students is the increase in student cooperation, starting from cooperation in carrying out activities, doing study assignments, to helping school residents who are affected by disasters. Character education also has an impact on increasing student creativity, developing noble morals, understanding global diversity, and increasing students' critical thinking skills.

6. CONCLUSION

This study found that Vision Principal Leader (VPL), Extracurricular Activities (EAC), Avaibility Experts / Instructor / Coach (AIE), Nonformal / Informal Leaders (NCL), Parents' Participation (PPS), and Community Activity Center (CAC) are exogenous latent variable which has a positive influence on the endogenous latent variable character education in schools (CES). Furthermore, character education in schools (CES) becomes an exogenous latent variable that has an impact on the endogenous latent variable for the development of Pancasila Students (PSD).

Exogenous latent variables above should be considered in the implementation of character education in schools, especially indicators of each variable that contributes the strongest value. From the VPL variable, it is necessary to pay attention to indicators of the development of cooperation between schools and externals, such as: sports clubs, art and dance studios, journalism training providers, robotics, outbound, and others. From the EAC variable, it is necessary to pay attention to indicators of variations in extracurricular activities; AIE variables are directed to indicators of activity centers in the community; the NCL variable is directed to the indicator of the role of non-formal / informal figures as a driver of community activities; the PPS variable is directed at participation in the provision of experts / instructors / coaches; and the CAC variable is directed at the competent instructor / trainer qualification indicator in organizing extracurricular activities.

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