Character Formation Habituation in P5 as Co-Curricular Based Learning in Surakarta City Schools

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Article Information	Abstract
_____ ***Article History:*** *Received : January 2025* *Accepted : January 2025* *Published : January 2025* _____ ***Keywords:*** *Habituation;* *Character;* *Pancasila Learner Profile;* *P5 Program* _____	*One of the educational transformations in the current era is emphasized on the formation of student character. Internalization of character in students can be formed through the P5 program. The P5 program is an initiative designed to integrate Pancasila values into project-based student character education. In character development, character formation habits are needed which include habitus, capital, arena, and practice. The aims of this research is to examine the habituation of student character formation through the P5 program theme in educational units. Qualitative method with a case study-based approach is used in this research. Data collection techniques in this study used interviews, observations, and document analysis. This study was conducted at three school levels with the aim of comparing the implementation patterns of character formation in the P5 program on students at SD Negeri Joglo No. 76 Surakarta, SMP Negeri 1 Surakarta, and SMA Batik 1 Surakarta. The Miles, Huberman, and Saldana models, namely data reduction, data presentation, and drawing conclusions is used to analyse data. The data findings in this study indicate differences in the implementation process of the P5 program at three levels of schools in Surakarta City and that habituation is needed in internalizing the six dimensions of the Pancasila student profile based on the P5 project.*

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INTRODUCTION

In improving the quality of human resources in a country, education is needed. Good education allows a country to have a superior generation in all fields (Putri Abadi et al., 2024). Through education, individuals can interact, manage creativity, innovation, and imagination in everyday life. An education can be said to be intense if there is an effective curriculum. The curriculum is one of the media for carrying out the learning process in educational units. Referring to Law No. 20 of 2023, it is stated that the curriculum is a design regarding the system of plans and provisions regarding the objectives, materials, and contents of lessons and the methods used as guidelines for organizing learning activities. This process is intended to achieve certain goals according to the level of education (Putrie. Halimah Stephany et al., 2023).

Along with the development of the times and technology, there have been many challenges and changes that have occurred in a country, especially in the field of education (Sutrisno, 2023). Transfiguration can be felt in changes in curriculum content. Modifications to curriculum changes are formed in a structured manner in accordance with the diachronic development of modern life (Aulia et al., 2023). The occurrence of curriculum changes is solely to provide benefits to the improvement of the previous curriculum. In Indonesia, there has been a transition of curriculum changes in eleven times, starting from 1947 with a very simple curriculum content and then ending in the 2013 curriculum (Putrie. Halimah Stephany et al., 2023).

Not apart from the transition of curriculum changes, the Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim released a managerial system to replace the 2013 curriculum under the name of the Merdeka curriculum on February 11, 2022 (Ismelani et al., 2023). The independent curriculum is present as a form of curriculum content renewal that is more complex, concise, simple, and flexible to support the impact of learning loss recovery due to the Covid-19 pandemic (Maudyna & Roesminingsih, 2023). In addition, the formation of this independent curriculum is also believed to be able to catch up on the quality of Indonesian education which is in 67th position out of 203 countries in the world according to the World Top 20 ranking.

The independent curriculum is a new paradigm in the world of education in Indonesia to welcome industry 4.0 with an intracurricular learning basis (Damayanti & Al Ghozali, 2023). The existence of the independent curriculum is a form of improvement from the previous curriculum, because the independent curriculum has project-based activity content called the Pancasila Student Profile Strengthening Project (P5) program (Sulistiawati et al., 2023). According to Permendikbudristek No. 56/M/2022, the P5 program is a co-curricular-based activity with projects that train students to be more characterful, competent, and behave in accordance with the values of the Pancasila philosophy in order to form a Pancasila student profile (Ismelani et al., 2023) (Rahma & Amrullah, 2024).

Efforts to internalize the dimensions of the Pancasila student profile in the P5 program are aimed at producing positive student character to overcome moral degradation (Asiati & Hasanah, 2022). The achievement of the Pancasila student profile character emphasizes the value dimensions that each educational unit wants to achieve based on the P5 program theme that is applied. There are 7 P5 program themes that have been initiated by the Directorate General of Education of the Republic of Indonesia, one of which is the theme of entrepreneurship, building the soul and body, local wisdom, the voice of democracy, sustainable lifestyle, engineering technology to build the Republic of Indonesia, and Bhinneka Tunggal Ika. The seven P5 program

themes will lead to the implementation of the character formation of the Pancasila student profile value dimensions.

The philosophy of the Pancasila student profile idea is contained in the noble values of Pancasila as the foundation of the Indonesian state which has a character of global competence and behavior, such as being creative, having faith and devotion to God Almighty and having noble morals, being independent, having global diversity, working together, and having critical thinking (Asiati & Hasanah, 2022). The internalization of the character is formed through several P5 program themes that have been selected by each educational unit. It is expected that the internalization of the character through the Pancasila student profile dimension will be able to form character improvement for students. In implementing the P5 program, assistance is needed from several elements of the educational unit, such as the principal, vice principal, teachers, and employees. These elements synergize to build character by collaborating between intracurricular and co-curricular learning.

This is in line with research studies on the profile of Pancasila students as an effort to realize national character, which shows that the implementation of the character profile of Pancasila students can be carried out by school residents through co-curricular and extracurricular learning program activities (Irawati et al., 2022). Meanwhile, strengthening the character of the Pancasila student profile can be done by teachers, because teachers have the main task and main function in the education unit. This is reinforced in a research study on the implementation of the Pancasila student profile of students in grade IV at SD Negeri Randugunting 7, Tegal City, which illustrates that teachers are one of the agents of character formation in students by teaching the habit of daily activities that reflect the character dimensions of the Pancasila student profile (Nadila & Aeni, 2023).

The habituation of the formation of the character of the Pancasila student profile dimension in educational units is in line with the habitus theory put forward by Pierre Bourdieu. Habitus according to Bourdieu is an individual activity that is formed based on the experience of daily activities. The implementation of the Pancasila student profile character in students is formed from the experience of daily activities carried out at their school. Schools as educational units are expected to be able to become an arena for character formation in students through appointed agents, such as principals, teachers, resource persons, and so on. In addition, in the habituation of the formation of the Pancasila student profile character in the P5 program, social capital and economic capital are needed that are interconnected. The implementation of P5 program activities in educational units requires assistance from external parties, such as the education office, health office, tourism office, and so on to provide socialization regarding the theme of the implementation of P5 (social capital). Meanwhile, the implementation of P5 program activities carried out by students at school also requires economic needs, such as financing supporting equipment for the P5 theme, purchasing P5 program infrastructure, and so on (economic capital). Based on the findings of the existing data, in this paper the author will examine the habituation of the formation of the character of the Pancasila student profile dimension in students through the P5 program theme in educational units. This study focuses on the implementation of the P5 program at the Surakarta City educational unit level. More specifically, there are 3 schools that are the locations of this study, namely SD Negeri Joglo No. 76 Surakarta, SMP Negeri 1 Surakarta, and SMA Batik 1 Surakarta. There is one main problem that arises in this study, namely the habituation of the formation of the Pancasila student profile character in the P5 program. The formulation of the problem will be answered through research data and analyzed using the habitus theory proposed by Pierre Bourdieu. The results of this study are expected to be a renewed study

of previous studies that discuss character formation in the P5 program. In addition, this study is attempted to be one of the solutions regarding the policy-making of local governments in efforts to build character values in students in schools.

METHODS

This study uses a qualitative method with a case study approach. Qualitative methods are a research approach that examines the development of certain events, symptoms, and social situations (Waruwu, 2023). Meanwhile, case study is a research method used to understand a particular phenomenon through data analysis from several concrete examples of the phenomenon. This study discusses the habituation of character formation in the P5 program in schools in Surakarta City. This study was conducted at three levels of schools in Surakarta City, namely SD Negeri Joglo No. 76 Surakarta, SMP Negeri 1 Surakarta, and SMA Batik 1 Surakarta. The location of this study was chosen to compare the implementation patterns in character formation in students at three different school levels.

The data sources in this study used primary and secondary data. Primary data were obtained through field research results using semi-structured interview techniques and participant observation. Primary data through interviews were obtained from the vice principal for curriculum, facilitator teachers, and student representatives from each school that was used as the subject of the study. Meanwhile, secondary data were obtained from the results of document analysis regarding the P5 program, namely Permendikbudristek No. 56/M/2022 concerning the P5 program, P5 program teaching modules in each phase, the results of the Pancasila student profile mapping issued by the Education Standards, Curriculum, and Assessment Agency (BSKAP), and report cards of the implementation of the P5 program. The interview technique was used to obtain data regarding the implementation and character formation process at the three school levels. The observation technique was used to obtain data regarding the implementation of the P5 program carried out by students in the three schools. Meanwhile, document analysis was used to strengthen the study of field research results in the form of supporting documents for the P5 program, such as P5 program teaching modules, P5 program materials, and students' P5 report card scores.

The informants of this study used 9 people including, the P5 program facilitator teacher, the vice principal for curriculum, and students. The process of taking informants used purposive sampling techniques based on criteria that had been set by the researcher. Data analysis in this study used Miles, Huberman, and Saldana, namely data reduction, data presentation, and drawing conclusions. Data reduction was in the form of sorting interview and observation data obtained by researchers in the field related to habituation and implementation of character formation of students in the P5 program. Then the presentation was in the form of compiling data in the form of tables to make it easier for researchers to see patterns of data relationships on the research topic being studied. While drawing conclusions or verification was the final technique of data analysis by interpreting the data that had been presented with a conclusion analysis.

RESULTS AND DISCUSSION

Efforts to improve positive character for students can be achieved by allocating the noble values of Pancasila as character education (Gunawan & Suniasih, 2022). The central government in synergy with the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched a strategic plan for the implementation of Pancasila student profile

values and dimensions for the younger generation, especially students in educational units. Kemendikbudristek realizes the President's vision through internalization of the Pancasila student profile value dimensions totaling 6 indicators.

Internalization of the P5 Program at Elementary, Middle, and High School Levels in Surakarta City Schools

Figure 1. P5 Work Title

The focus of P5 activities is implemented through the implementation of the Project Based Learning (PjBL) model. This model is in accordance with the P5 program activities because it internalizes project learning both inside and outside the classroom environment (Ilmiah & Marzuki, 2023). The P5 program learning has a cycle of stages from planning, implementation, and evaluation (Mery et al., 2022). The planning stage contains curriculum managerial activities regarding the creation of program teaching module plans. Implementation activities contain the implementation of the P5 program carried out by students. While the evaluation stage contains a review of the practice of advantages and disadvantages in the P5 program in educational units. Based on the interview results, there are 3 educational units in Surakarta City that have implemented the P5 program which can be seen in Table 1.

Tabel 1. P5 Program Mechanism in Surakarta City Schools

School Name	P5 Program Mechanism		Number of P5 Activities Based on Theme
SD Negeri Joglo No. 76 Surakarta	a)	The implementation of the P5 program has been scheduled by the curriculum section with the assistance of class teachers and the P5 facilitator team.	One year of implementing 2 P5 themes with details of one theme in the odd semester and one theme in the even semester.
	b)	The P5 learning system is not integrated into subjects.	
	c)	Using a block system.	
	d)	P5 learning is in accordance with the school's vision and mission.	
	e)	Evaluation is carried out at the end of the P5 program activities.	
SMP Negeri 1 Surakarta	a)	The design of the P5 program is carried out by the vice principal for curriculum with a special P5 team.	The implementation of P5 is carried out with 3 themes within 1 year.
	b)	There is a follow-up to the P5 work carried out by students through work exhibition activities.	
	c)	P5 funds come from BOS funds and parental participation (Paguyuban Spensa).	
	d)	The selection of the P5 theme is carried out by students by filling out a questionnaire.	

School Name	P5 Program Mechanism	Number of P5 Activities Based on Theme
	e) Evaluation of the P5 program is carried out at the end of each theme by involving teachers, parents (during the association), P5 theme coordinator, and the principal. f) Using a block system. g) Collaborating with external parties, such as the Education Office, Health Office, and Tourism Office.	
SMA Batik 1 Surakarta	a) Having a special team to handle P5 created by special curriculum staff whose level includes coordinators for each P5 theme. b) Using a block system by paying attention to applicable provisions so as not to interfere with students' subject hours. c) Evaluation is carried out every day before the implementation of P5 activities guided by the vice principal for curriculum. d) P5 program planning is carried out at the beginning of the semester with the determination of the theme carried out by the vice principal for curriculum and assisted by the P5 facilitator teacher. e) The P5 program is in accordance with the school's vision and mission.	The implementation of the P5 program is carried out with 4 themes within 1 year which is divided into two themes in the odd semester and two themes in the even semester.

Based on Table 1, there are various differences that occur in the implementation of the P5 program in several schools in Surakarta City. The disparity occurs because several schools still need adaptation in implementing the P5 program. Educational units, if they understand the contents of the P5 program intensively, will be able to implement the program in their school environment. The procedure for implementing the P5 program in the Surakarta City educational unit environment begins with the planning stage. At this stage, the educational unit designs the creation of a teaching module for P5 program activities. The teaching module contains the achievements of the P5 program that will be taken by students, internalization of the dimensions to be achieved, the P5 program activity plan, the P5 program system, and the determination of the Meeting Hours (JP) for the P5 program. At the stage of creating the teaching module, the principal will give a mandate to the vice principal for curriculum to collaborate with the P5 facilitator and several teachers to plan the creation of teaching modules and the P5 program budget plan.

Then in the implementation scheme of the P5 program in educational units, there are several activities that students go through, including making Student Worksheets (LKPD), implementing the P5 program, portfolio assessment, and exhibition of works. In the LKPD making activity, students are given a sheet containing an introduction to the program, the dimensions of achievement taken, and the needs of P5 program facilities and infrastructure. Through this series of activities, students are expected to be able to recognize the P5 program and the needs that students will bring to school during the implementation of the P5 program. The allocation of the division of P5 program needs is determined by the P5 facilitator based on the student groups that have been determined by the school. Furthermore, the implementation of the P5 program is carried out by each student according to the P5 program theme with the assistance of the P5 facilitator. This implementation includes a series of product making and portfolio assessments. In the portfolio assessment, each student will assess the performance results of other groups according to the criteria that have been prepared by the P5 facilitator. Then the exhibition stage is the appearance of the results of the P5 program products that have been made by each group of students to be displayed at the P5 program exhibition. The purpose of this activity is to

introduce the programs that have been achieved by students and the output of the P5 program activities.

The last stage in the P5 program is the evaluation stage. This stage contains a review or reflection during the series of P5 program activities carried out by the educational unit. Reflection on this activity is carried out to review the P5 program activity process in terms of the advantages and disadvantages of implementing the P5 program. Evaluation is implemented with the help of internal and external parties. Internal parties consist of the principal, vice principal for curriculum, P5 facilitator, teachers, and students. While external parties include parents of students and related institutions that collaborate with educational units. Evaluation activities are usually carried out at the end of the P5 program learning in one semester or adjusted to the needs of each educational unit.

P5 program activities in several educational units have been internalized by using the block system. The use of this system is considered effective by several school residents in the school environment because it does not interfere with the implementation of regular learning. This system is implemented by separating P5 program learning from regular learning. The determination of JP is determined by the vice principal for curriculum through a meeting with teachers and P5 facilitators. The advantages of this block system provide opportunities for students to explore P5 program activities in depth without being disturbed by regular learning. One of the achievements of the P5 program in which the Pancasila student profile dimension is internalized is in line with several visions and missions of schools in Surakarta City. The vision and mission are in line with SMA Batik 1 Surakarta which wants to internalize positive characters for its students in terms of Islam. This is in line with the character of the Pancasila student profile in the P5 program, namely believing in God Almighty and having noble morals (Yunazar et al., 2024).

The implementation of the P5 program in Surakarta City schools in terms of project funding needs still requires assistance from the School Operational Assistance (BOS) fund. This fund is used by educational units to budget for purchasing P5 program needs. If the budget from the BOS fund is deemed insufficient to meet the needs of the P5 program in schools, then the educational unit will collaborate with external parties. These external parties include the Education Office, Youth and Sports Office, Tourism Office, Health Office, parent-teacher associations, and so on. Collaboration between external parties and educational units is expected to be able to assist schools in distributing P5 program materials that have not been conveyed properly by educational units.

Correlation of P5 Program Themes with the Value Dimensions of Pancasila Student Profiles at Elementary, Middle, and High School Levels in Surakarta City Schools

The implementation of the curriculum through independent learning is a government move to create superior human resources with the character of Pancasila students (Sulistiawati et al., 2023). The implementation of this character is carried out for students in educational units. With the P5 program which contains project themes, it is expected to be able to form character for students in educational units. The formation of this character is based on indicators that are integrated into the dimensions of the Pancasila student profile values at each level of the theme. At each level, it will be grouped into six phases to determine the scope of the P5 theme that is in accordance with the phase level. These stages consist of stage A which is levels 1 and 2, stage B which is levels 3 and 4, stage C which is levels 5 and 6, stage D which is levels 7, 8, and 9, stage E which is level 10, and stage F which is levels 11 and 12.

The determination of the theme for the P5 program was selected based on certain criteria, such as priority issues listed in the 2020-2035 National Education Roadmap, the contents of the sustainable development goals of education, and other related archival documents (Mery et al., 2022). Based on the results of interviews and observations, three schools in Surakarta City were obtained that implemented the P5 program according to its theme for the formation of the character profile of Pancasila students, which can be seen in Table 2.

Tabel 2. Correlation of P5 Program Themes with Pancasila Student Profile Value Dimensions

School	P5 Theme	P5 Activity	Dimensions of Pancasila Student Profile
SD Negeri Joglo No. 76 Surakarta	Local wisdom	1) Designing traditional houses and traditional clothing from the Indonesian archipelago using patchwork and ice cream sticks.	a) Global Diversity b) Mutual Cooperation c) Creative
SMP Negeri 1 Surakarta	Build the Body and Soul	1) Create a healthy lifestyle poster with the Canva application. 2) Create fun exercise movements in groups. 3) Healthy walk together. 4) Socialize a healthy lifestyle with the theme "Teenagers Against Drugs". 5) Have breakfast together in the school yard.	a) Mutual cooperation b) Creative c) cIndependent
SMA Batik 1 Surakarta	Voice of Democracy	1) Creating a miniature of democracy in Indonesia. 2) Interviewing data collection on democracy in schools and society. 3) Creating a democracy poster using the Canva application.	a) Critical Thinking b) Global Diversity c) Creative

Several schools in Surakarta City take the P5 program theme according to the capabilities of each school. In general, schools will take 2 to 3 themes within a period of 1 year. SD Negeri Joglo No. 76 Surakarta raised the theme of local wisdom. This theme is expected to be able to implement positive characters for students, especially characters of global diversity and mutual cooperation. Activities in this theme include making traditional clothes and houses using scraps of cloth and unused ice cream sticks. Students are assigned by the P5 program facilitator teacher to design and assemble traditional houses and clothes of the Archipelago. This work is carried out in groups that have been divided by the P5 program facilitator teacher. Activities carried out by students include determining the theme, designing, and assembling houses and traditional clothes. The results of the students' work will be assessed by the P5 facilitator team teacher and will be displayed during the P5 work exhibition.

SMP Negeri 1 Surakarta carries the theme of building the body and soul. Activities in this theme include happy gymnastics, socialization of healthy lifestyles, breakfast together, healthy walks, and designing healthy lifestyle posters. The series of P5 program activities are carried out in a structured manner. Starting from the socialization of healthy lifestyle material delivered by the local Youth and Sports Office. In this socialization, students are asked to understand the material on healthy lifestyles that can be applied in everyday life. The results of the socialization of this material are written by each student on the LKPD that has been distributed by the P5 facilitator teacher. Then from the LKPD work, students are required to design a poster according

to the material obtained during the socialization. The work on this poster design uses a digital system, namely the Canva application. The output of the student posters will be uploaded via their respective Instagram social media by tagging the school's Instagram account. On the next day, the P5 program activities are carried out with a healthy walk with the school community. After the healthy walk, students are assigned to continue the project, namely making happy gymnastics movements with group members that have been formed by the P5 facilitator teacher. The creation of happy gymnastics movements is freed by the P5 facilitator teacher according to the wishes of each group member. The results of the students' happy gymnastics movements will be demonstrated during the healthy Friday activity.

The implementation of the Healthy Friday activity is carried out by prioritizing the principles of family and equality. All school residents will carry out the activity by sitting down for breakfast collaboratively on the school field while watching the happy gymnastics performance in turns. Not only that, the school residents will also be treated to an interesting performance, namely the talent performance of each student who has been appointed by the P5 facilitator team. The peak of the P5 program activities at this school will be a display of project work regarding the best posters of students with the theme of a healthy lifestyle.

The P5 program activities at SMA Batik 1 Surakarta took the theme of the voice of democracy. This theme was chosen to provide students with an understanding of the upcoming 2024 democratic election party. It is hoped that with this theme, students will be able to implement the general election procedures based on Luber-Jurdil in accordance with the performance during the implementation of the P5 program. The P5 program activities with the theme of the voice of democracy began with students carrying out a data collection process in the form of interviews and observations regarding election procedures in the community and schools. This data collection was carried out in groups that had been divided by the P5 program facilitator teacher. The results of the data collection process in the field will be written by students in the LKPD. However, during the data collection, students were also assigned by the P5 facilitator teacher to take a video as evidence of the completion of the project assignment. After the data collection stage was completed by students, the next thing to do was to design a poster of the voice of democracy with the Canva or Poster My Wall digital application.

Next, a series of project activities carried out by students is to create a miniature election design. The creation of this miniature is made in such a way as the election implementation process in Indonesia. Starting from the data collection of prospective voters to the process of dipping fingers in ink after the election. The end of the election miniature work will be practiced directly by each student in turn during the work exhibition. Each group's performance in the theme of the voice of democracy will be assessed by their respective class teachers and the results of the scores will be reported to the P5 facilitator team. Students who do not contribute fully to the work on the theme of the voice of democracy will be given sanctions by their respective class teachers. The best group's miniature election design work will be displayed on the school bulletin board.

In every implementation of the P5 program work practice carried out by students in educational units, it shows the application of positive characters in accordance with the dimensions of the Pancasila student profile values. This can be observed in every theme implemented by students in the P5 program. The following are the characteristics of the Pancasila student profile that appear in each theme of the P5 program in Surakarta City schools:

Working together

The dimension of mutual cooperation value can be seen in the implementation of group work projects to create miniature election designs with the theme of democratic voices. Through

this project, students are asked to work together with their peers in creating miniature election designs. When working in groups, students will need help from their peers. This elaboration gives rise to the instillation of mutual cooperation characters or working well together between students and their colleagues. In addition, in group work, mutual cooperation attitudes are also needed between students. If mutual cooperation in group work is carried out well, then the output of the P5 program assignment can be completed well and on time.

Global Diversity

The implementation of the P5 program is intended to foster the character of Indonesian students. Through the dimension of global diversity values, it seeks to produce students with a character of love for their country and pride in being Indonesian. In the P5 theme, local wisdom can implement a global diversity character. This theme teaches students to understand local cultures in Indonesia. Making traditional Nusantara clothing and houses is one form of implementing a sense of Indonesian nationality. By getting to know more about the philosophy of traditional Nusantara clothing and houses, students are able to have the skills of unity in diversity.

Critical Thinking

Being able to digest information both quantitatively and qualitatively, building implications between various information ideas, analyzing, evaluating, and summarizing is a form of achievement of the critical reasoning value dimension. Through the theme of the voice of democracy, students are encouraged to examine information during the interview process. In collecting and processing data, students will actualize critical thinking skills. From this critical reasoning character, students can be used to reflect on their performance results on the theme of the voice of democracy. The results of this implementation strengthen the critical reasoning abilities of school residents (Khasanah & Muthali'in, 2023)

Creative

The creative value dimension teaches students to produce and modify something useful, original, and impactful for the present and the future. The theme of building the soul and body overcomes the formation of creative character by creating happy gymnastics in groups. Making these gymnastics movements trains the potential of students' ideas to produce original gymnastics movements that are different from others. Meanwhile, the digital poster making project with the Canva application also hones students' creative ideas in pouring out their graphic designs.

Independent

Breakfast activities are able to accustom the formation of independent character in students. The implementation of independent character is carried out by students by preparing breakfast independently. Students are asked to be responsible for themselves in meeting their morning provision needs. This can be seen that the implementation of independent character is carried out well through breakfast activities at school. Not only that, independent character also trains students to have an attitude of commitment to themselves. With the project of making posters about a healthy lifestyle, it is able to target students to commit to themselves in order to implement a healthy lifestyle in their daily lives (Yunazar et al., 2024).

The application of the P5 program in educational units that seek to form the character profile of Pancasila students, it turns out that its implementation is not only carried out conventionally, but can also be applied digitally. The presence of Information and Communication Technology (ICT) management has facilitated individual life activities (Sufyan & Ghofur, 2022). Especially in the field of education, the emergence of ICT seeks to accommodate the application of the Pancasila student profile character for students in the P5

program. With the use of technology-based applications, such as Canva, CapCut, PicsArt, and so on, it is able to internalize the Pancasila student profile character through P5 program theme activities in educational units.

The Relevance of Habitus Theory to the Application of the Character Dimension of the Pancasila Student Profile Values

Internalization of P5 program activities in educational units with efforts to form the character profile of Pancasila students is in line with the habitus theory put forward by Pierre Bourdieu. The concept of habitus according to Bourdieu is a system affiliated with various objective structures and personal history, long-lasting and inconsistent dispositions (durable, transposable, disposition) that hold the function of a generative basis in systematic and objectively structured practices (Septiana & Fauzi, 2022). Habitus is also defined as the internalization of various socio-cultural values and a sense of play (feel for the game) that creates various types of movements that are equated with the form of the game. The result of habitus is learning through nurturing, playing activities, and community education in complex interpretations (Aksan, Sheva H dan Sadewo, 2016). The meaning of learning is formed subtly without being realized and is considered as something normal. Habitus can also be formed due to repetition of a stimulus (Irsad Rusdiani et al., 2023)

In its relevance, the P5 program theme activity is used as a medium to habituate the formation of the character value dimensions of the Pancasila student profile. This is because the P5 program carried out by students in educational units becomes something concrete to be carried out. Unwittingly, students who carry out these activities have become accustomed to positive character patterns in accordance with the values dimensions of the Pancasila student profile. In addition, the P5 program implemented in educational units is also supported by positive activities. Positive supporting activities include religious activities, intellectual activities, and physical activities. It is intended that these activities can strengthen the habituation of character formation for students. Religious activities are attempted to form a character of faith and piety to God Almighty; intellectual activities internalize creative characters, critical thinking, and global diversity; while physical activities implement the formation of independent and mutual cooperation characters.

Bourdieu links the conceptualization of habituation with capital, arenas and social practices. Capital is defined as things related to material that have symbolic and cultural significance (Khakim & Imron, 2019). Capital as a form of relationship found in the system of exchange of symbols and materials without any disparity. Bourdieu divides capital into four parts, namely economic capital, social capital, cultural capital, and symbolic capital. According to Bourdieu, the arena is defined as a place where individuals or actors fight for certain resources. While social practice is the result of the dialectical relationship between structure and agency.
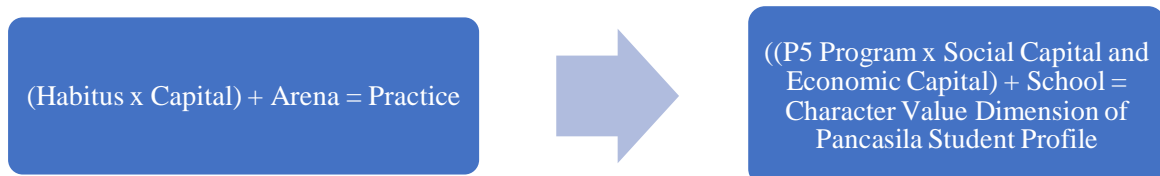

Figure 2. Habitus Formula Scheme According to Pierre Bourdieu's Theory
Source: Author's analysis (2024)

School institutions are institutions that support the maintenance of institutionalized social roles. Schools are one of the effective places to preserve and transfer various character patterns,

values, and social norms. Therefore, Bourdieu views schools as an efficient arena for internalizing various habitus, including the habitus of forming value dimensions in the P5 program. Schools as an arena are used by students to fight for their desires. In this case, the implementation of the P5 program in schools is targeted by students as well as possible in order to get maximum results.

In its implementation, the P5 program is also assisted by various agents who manifest the formation of the Pancasila student profile value dimensions for students. These agents consist of the principal, class teachers, and the P5 facilitator team. The agents will work by helping students' performance in implementing the P5 theme. If it is felt that the understanding of the P5 theme material is insufficient, the agent will collaborate with certain institutions or agencies. This is in accordance with the concept of social capital expressed by Bourdieu. Social capital is a reciprocal relationship between resources consisting of individuals and groups because they have a durable, institutionalized network. The terminology of social capital in the P5 program is a cooperative relationship between the school and certain institutions. In one of the P5 themes, the school will link various institutions to channel understanding of the material regarding the theme raised in the P5 program. The collaborating institutions include the Education Office, Health Office, Tourism Office, Child Protection Office, and so on.

Field practice shows that P5 program activities also require funds to support their implementation. In various P5 program themes, tools and materials are still needed that must be purchased by each student. One example is in the theme of the voice of democracy, students are required to buy tools and materials, such as cardboard, gold paper, glue, scissors, patchwork, beaded decorations, and so on to make miniature election designs. In this case, economic capital influences the implementation of the P5 program in schools. Bourdieu expressed economic capital as a financial source of production facilities. Economic capital can be transfigured into other forms of capital that include production tools, materials and money. The application of economic capital in the P5 program will create inequality between students. This is because students who have high economic capital can easily buy supporting P5 needs to support their performance results. Meanwhile, students who do not have high economic capital will have difficulty in buying P5 program needs so that their performance output is not optimal.

The success of the P5 program in internalizing the value dimensions of the Pancasila student profile is greatly influenced by habitus, arena, social capital, and economic capital. These four components, if implemented well, will produce social practices. According to Bourdieu, social practices are translated as a result of the dialectical dynamics between interior internalization and exterior internalization (Amaruddin & Hamdan Tri Atmaja, 2020). Social practices will be formed if the P5 program theme activities are interpreted as habituation for students in the school arena. The role of social practices that give birth to 6 dimensions of character values of Pancasila student profiles is also supported by assistance from P5 program implementing agents. In addition, social capital and economic capital in the P5 program also support the creation of social practices.

CONCLUSION

The reproduction of the P5 program used for the formation of the value dimensions of the Pancasila student profile is influenced by habitus, social capital, economic capital, and arena. These four components influence each other. The reality in the field is proven that the character dimensions of the Pancasila student profile are also formed by the assistance of several specific agents. Through the P5 theme adopted in the form of project activities, it is also assisted by the

role and assistance of the principal, vice principal, P5 facilitator, teacher, and the P5 facilitator team who also participate in internalizing character formation.

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