

# THE INFLUENCE OF BOARDING SCHOOL ENVIRONMENT AND SOCIAL MEDIA ON THE DEVELOPMENT OF PANCASILA STUDENT PROFILES: THE MEDIATION ROLE OF SOCIAL CONTRIBUTION AND SELF-RESISTANCE

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**Abstract:** Study This aiming For analyze influence boarding school environment and social media use to development profile Pancasila students in students, with contributions social and resilience self as variable mediation. Profile Pancasila students are initiative the Indonesian government to to form generation that has character strong, have integrity, and be able apply Pancasila values in life everyday. The research method used is approach quantitative with design correlational survey, which involves students in the boarding school environment as respondents. Data collected through questionnaire that includes aspect boarding school environment, use of social media, contribution social, resilience self, and characteristics Pancasila Students. Data analysis was carried out using the technique regression multiple and analysis track For test influence direct and also No direct between variable independent, mediation, and dependent. Research results This expected give description about to what extent the boarding school environment and social media play a role in development Pancasila values in students, as well as role important contribution social and resilience self as factor mediation. Findings This expected can become reference for institution education in optimize environment learning and use of social media For to form character student according to profile Pancasila Students.

**Keywords:** philosophy education; catechesis teenagers; education character; generation Z

## I. INTRODUCTION

Education in Indonesia is not only aiming For to make smart life nation, but also for to form character and identity student in accordance with the values of Pancasila. Pancasila as the basis of the Indonesian state functions as moral and ethical guidelines in life in society. Therefore that, development Profile Pancasila students include attitudes, knowledge, and skills relevant to life daily become very important (Meilasari, 2023). One of the method For reach objective This is through boarding school environment, which offers approach intensive and integrated education. The boarding school environment is expected can give experience holistic learning, where students No only taught knowledge knowledge, but also important moral and social values For life they are in society (Budiono et al., 2022; Firmanto et al., 2022).

Boarding school environment has uniqueness uniqueness that distinguishes it from system education others. At boarding school, students live and learn in One the same environment, allowing formation close-knit community and empowerment values collectivity. Research by Ahmad and Fatimah (2020) shows that Students who attend boarding schools tend to own more discipline good and ability more social tall compared to students at school conventional. This is caused by the presence of system close supervision and interaction intensive social between students and teachers.

Environment This give opportunity for student For train leadership, work same, and responsibility answer social.

However, in the current digital era this, where social media become an integral part of life teenagers, important For explore how social media can contribute or even disrupt the formation process character student (Melo et al., 2023; Nasrullah, 2017). Use of social media by adolescents often associated with various phenomenon positive and negative. In one side, social media provide a platform for student For express self, share information, and build network social. On the other hand, there is risks associated with the use of social media, such as distribution misinformation, cyberbullying, and pressure social that can influence mental health and identity self teenagers. Therefore that, research This aiming For analyze influence boarding school environment and social media use to development Profile Pancasila students, as well as role mediation from contribution social and resilience self.

Urgency study This lies in the need For understand interaction between boarding school environment and social media in to form character and identity students in Indonesia. In the middle increasingly global challenges complex, students need equipped with resilience self and ability For contribute in a way social. Resilience self is ability individual For face and overcome various challenges and stress in alive, while contribution social covers participation active in activities that provide benefit for society. Research previously show that

students with resilience high self tend own more performance Good in academic and interaction social (Smith & Jones, 2021). Therefore that's important For researching whether boarding school environment can to form character students who have resilience self and contribution good social, as well as how social media influence second aspect This.

Previous studies has show various factor affecting development character and identity teenagers . Research Symbol ( Simbolon et al., 2021) emphasized importance environment conducive education in to form character students . While that , Sinaga's research (Sinaga et al., 2023) shows that positive use of social media can contribute to the development identity healthy self . However , still there is gap in research that connects third variable This in a way holistic . Research This aiming For fill in gap by exploring How boarding school environment and social media interact in to form Profile Pancasila students , as well as role mediation from contribution social and resilience self .

Through study this, it is expected can obtained better understanding deep about How boarding school environment can become effective place For to form students who do not only intelligent in a way academic, but also has good character, capable contribute positive to society, and have soul visionary leadership (Tarihoran et al., 2024a; Tarihoran et al., 2024b) . The results of the study This expected can give outlook for managed education , educators , and parents in create supportive environment development character and identity students in the digital age.

Thus, the research This contribute No only in the field education but also on development theory about connection between environment education, social media, and development character . Through better understanding Good about factors this, it is expected can generate more strategies effective in equip student For face global challenges and building harmony social in society.

Boarding school environment has role significant in formation character and values students . Boarding schools often offers more educational programs intensive and structured , including activity extracurricular activities that support development social and emotional students (Duncan, 2019). Research by Pritchard and Wilson (2020) shows that a supportive and integrated environment , such as that found in boarding schools, can increase involvement student in activity social and moral. This is in line with the formation character Pancasila students who emphasize the values like togetherness, mutual cooperation, and morals glorious.

Use of social media by teenagers has become a widespread and influential phenomenon Lots aspect life they, including method they interact with the environment around (Kuss & Griffiths, 2017). Social media can functioning as a platform for express yourself and weave connection social, but also risky influence mental health and image self adolescents (Frison & Eggermont , 2020). A study by Valkenburg and Peter (2011) showed that interaction via social media can strengthen identity self teenagers, but its use also requires awareness and proper management For avoid impact negative .

Profile Pancasila students include expected characteristics owned by Indonesian students, including faith,

morals noble, mutual cooperation, and ability think critical. Research show that educational programs that emphasize Pancasila values can push development strong and resilient character in students (Pratama et al, 2021; Raharso, 2018). In the context of this , good boarding school environment and use of social media can contribute to the formation of character Pancasila students, through interaction social and supporting activities values the.

Contribution social and resilience self functioning as variable mediation that connects boarding school environment and the use of social media with the formation profile Pancasila Students. Contribution social refers to the extent to which an individual involved in useful activities for community, which can increase sense of responsibility responsibility and solidarity. Resilience self, on the other hand , includes ability individual For face challenges and stress in a positive way. Research show that individuals who have contribution high social and resilience good self tend show more characters strong and positive , which is relevant to the values of Pancasila.

## II. RESEARCH METHODS

Study This use approach quantitative with design correlational survey (Firmantos, 2018). Approach This aiming For measure influence boarding school environment as variable independent to formation character Pancasila students as variable dependent, with contribution social and resilience self as variable mediation .

Respondents is residents of the Virgo Fidelis dormitory located at Jalan Battlefield , Bawen, Ambarawa District , Semarang Regency , Central Java 50661. Age Respondent is age high school teenagers. As dormitory member high school students who are in a boarding school environment, which is considered own proximity to values spirituality brotherhood that becomes spirituality from OSF sisters. Data collection was carried out from August 3, 2024 to August 8, 2024. Questionnaire spread out through Google Form. Research This use questionnaire based on Likert scale for measure variables research . Each indicator of each variable will made into as statement in questionnaire, with responses from very not agree to very much agree . Here are variables in study This along with Definition and indicators:

Data analysis techniques used is analysis path analysis for measure influence direct and indirect direct variable independent (boarding school environment and use of social media by teenagers) towards variable dependent (character student Pancasila) through variable mediation ( Social Contribution and Self- Resilience ). Analysis This allow researcher see how much big contribution boarding school environment and social media use by teenagers to formation character Pancasila students through contribution social and resilience self .

### III. RESEARCH RESULT

#### 1. Demographics Respondent

Table 1. Demographics Respondents

		Frequency	Percent	Valid Percent	Cum. Percent
Valid	1	61	32.3	32.3	32.3
	2	128	67.7	67.7	100.0
	Total	189	100.0	100.0	

Note: 1 = Male, 2 = Female

This distribution show that sample dominated by respondents women, which includes almost two thirds of the total sample (67.7%), while man only covers around one third of the total (32.3%). The difference proportion This show that the data is more Lots reflect perspective Respondent woman than man.

Table 2. Characteristics Age

Age ( Years )	Frequency	Percent	Valid Percent	Cum. Percent
Valid	14	10	5.3	5.3
	15	55	29.1	34.4
	16	64	33.9	68.3
	17	59	31.2	99.5
	18	1	.5	100.0
	Total	189	100.0	

Characteristics Age Dominant : The most common age among Respondent is 15 to 17 years old, which is overall covers about 94.2% of population sample.

Table 3. Distribution of Religious Groups

Religion	Frequency	Percent	Valid Percent	Cum. Percent
Valid	1	134	70.9	70.9
	2	52	27.5	98.4
	3	1	.5	98.9
	4	1	.5	99.5
	5	1	.5	100.0
	Total	189	100.0	

Description: 1= Catholic, 2= Christian, 3= Islam, 4= Buddhism, 5= Confucian

This distribution show that sample dominated by respondents religious Catholic, which includes more of two-thirds of the total respondents (70.9%), followed by Christianity as group the biggest second (27.5%). Other religious groups (Islam, Buddhism, and Confucianism) have very small representation, each only 0.5% of the total respondents.

Table 4. Island Group

Island of Origin:	Frequency	Percent	Valid Percent	Cum. Percent
Valid	1	137	72.5	72.5
	2	21	11.1	83.6
	3	10	5.3	88.9
	4	4	2.1	91.0
	5	5	2.6	93.7
	6	10	5.3	98.9
	7	2	1.1	100.0
	Total	189	100.0	

Description: Island of Origin: 1= Java Island, 2= Sumatra Island, 3= Kalimantan Island, 4= Bali Island, 5= Nusa Tenggara, 6= Papua, 7= Sulawesi Island

This distribution show that sample dominated by respondents from from Java Island, covering more of two thirds of the total respondents (72.5%). The island of Sumatra became origin island second largest. Group from other islands (Kalimantan, Bali, Nusa Tenggara, Papua, and Sulawesi) only own A little representation, showing that this data especially reflect perspective Respondent from Java Island.

#### 2. Data Validation

Table 5. Data Reliability

Variables	Cronbach's Alpha	N Of Items
X11 X12 X13 X14 X15 X16	.812	6
X21 X22 X23	.701	3
Y11 Y12 Y2 Y3 Y4 Y5 Y6 Y7	.882	8
M11 M12 M21 M22	.807	4

Cronbach's Alpha results  $\geq 0.7$  are considered reliable

Table 6. Data Validity

	Initial	Extraction
X11	1,000	.420
X12	1,000	.597
X13	1,000	.644
X14	1,000	.753
X15	1,000	.628
X16	1,000	.646
X21	1,000	.700
X22	1,000	.574
X23	1,000	.717
Y11	1,000	.693
Y12	1,000	.642
Y2	1,000	.681
Y3	1,000	.570
Y4	1,000	.611
Y5	1,000	.646
Y6	1,000	.653
Y7	1,000	.641
M11	1,000	.569
M12	1,000	.697
M21	1,000	.648
M22	1,000	.541

Extraction Method: Principal Component Analysis.

Items that have a factor loading  $> 0.5$  are considered valid. The statement X11 factor loading  $< 0.5$ , then statement the invalid.

#### 3. Analysis Data a.

descriptive data variables research, interpretation table is as following.

1. Mean: The average for each variable range between 3.57 to 4.57. This is show that part the average size is above point middle scale (3), which shows trend positive in response (tends to agree to strongly agree).

2. Min and Max: Range mark is between 1 to 5 for part big variable, which shows that Respondent use overall scale in give assessment. However, some variable own minimum value of 2, as in variables Y4 and M11.

4. Standard Deviation (SD): Standard deviation part big variable is around 0.7 to 0.9, which indicates enough variation low until moderate. Variables with low SD (e.g., Y11 and M11) show that Respondent tend give uniform (homogeneous) assessment of the item. On the other hand, variables with more SD high, such as X21 and X22, indicate variation more assessment high among respondents.

Table 7. Analysis Descriptive :

Indicator	N	Min.	Max.	Mean	Std. Deviation
X11	189	1	5	4.43	.738
X12	189	1	5	4.34	.745
X13	189	1	5	4.27	.769
X14	189	1	5	4.23	.829
X15	189	1	5	4.28	.811
X16	189	1	5	4.04	.859
X21	189	1	5	3.57	1.012
X22	189	1	5	4.44	.889
X23	189	1	5	3.84	.932
Y11	189	1	5	4.57	.716
Y12	189	1	5	4.29	.807
Y2	189	1	5	4.37	.737
Y3	189	1	5	4.17	.879
Y4	189	2	5	4.11	.792
Y5	189	1	5	4.25	.818
Y6	189	1	5	4.01	.890
Y7	189	1	5	4.08	.887
M11	189	2	5	4.28	.698
M12	189	1	5	4.16	.857
M21	189	1	5	4.34	.788
M22	189	1	5	4.16	.873

Overall, the data shows that part big Respondent tend give evaluation positive (high) on the measured variables, with little variations between they. The dominant negative skewness and kurtosis values show distribution that tends to leaning to mark high, which can show that Respondent own positive outlook to boarding school environment, use of social media, contribution social, resilience self and character Pancasila students.

#### 4. Path Analysis

The following is steps analysis factorial use SmartPLS For measure influence direct and indirect direct variable independent (Boarding School Environment (X1) and Use of Social Media (X2)) towards variable dependent (Character Pancasila Students) through variable mediation (Social Contribution and Self-Resilience (M)) and interpretation from results analysis.

##### 1. Measurement Model Assessment

Measurement model functioning For test reliability and validity from construct being measured using indicators. Assessment This consists of of two parts important: validity and reliability.

##### Construct Validity :

Convergent Validity : Outer Loadings: Show the outer loading value of each indicator on the construct in question. The outer loading value received generally more big from 0.7, although mark more low Still Can accepted If followed by value other more tall.

Table 8. Outer Loadings

Indicator	Social on and Self- (M)	Environment	Social ge (X2)	Profile students (Y)
M11	0.761			
M12	0.798			
M21	0.814			
M22	0.814			
X12		0.698		
X13		0.803		
X14		0.811		
X15		0.728		
X16		0.642		
X21			0.706	
X22			0.822	
X23			0.828	
Y11				0.721
Y12				0.823
Y2				0.728
Y3				0.729
Y4				0.537
Y5				0.782
Y6				0.791
Y7				0.806

Table 9. Construct Reliability and Validity

Construction	Cronbach's	rho_A	Composite	(AVE)
Social Contribution and Self-Resilience (M)	0.809	0.810	0.874	0.635
Environment (X1)	0.791	0.805	0.857	0.546
Social Media Usage	0.702	0.733	0.830	0.620
Profile Pancasila Students (Y)	0.882	0.891	0.907	0.554

All construct in study This own good reliability and validity with generally acceptable values be on top acceptable thresholds (0.7 for Cronbach's Alpha and Composite Reliability; 0.5 for AVE). Construct Profile Pancasila Students (Y) have the highest reliability, followed by Social Contribution and Self-Resilience (M), indicating strong consistency among their indicators. Although Social Media Use (X2) has a slightly higher Cronbach's Alpha. more low, value This still adequate For used in analysis furthermore.

Table 10. Path Hypothesis Test

Track	coefficient	Mean	Stan. Dev.	T Stat.	P Val.	Sig.
Environment (X1) -> Social Contribution and Self-Resilience (M)	0.767	0.767	0.041	18.893	0.000	Yes
Environment (X1) -> Profile Pancasila Students (Y)	0.556	0.559	0.055	10.135	0.000	Yes
Use (X2) -> Social Contribution and Self-Resilience (M)	0.068	0.065	0.048	1.424	0.154	No
Social Media Usage (X2) -> Profile Pancasila Students (Y)	0.043	0.044	0.035	1.235	0.217	No
Contribution and Self-Resilience (M) -> Profile Pancasila Students (Y)	0.382	0.379	0.053	7.222	0.000	Yes

**Direct, Indirect, and Total Influence :** In research this, there is influence direct and influence No direct between the variables tested, with Social Contribution and Self-Resilience (M) acting as variable mediation. Here is the interpretation from significance test results track :

##### 1. Direct Influence Boarding School Environment (X1)

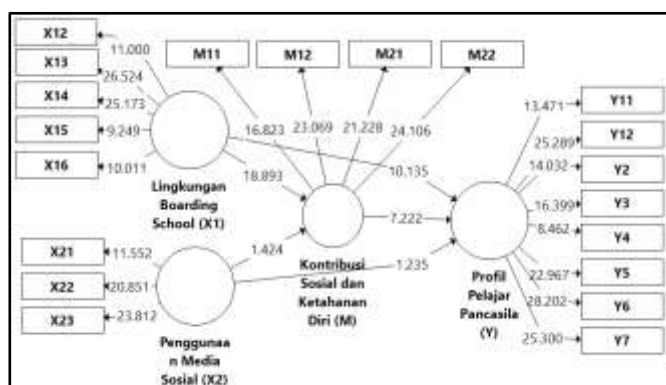


towards Profile Pancasila Students (Y): Results show that The Boarding School (X1) environment has influence significant direct to Profile Pancasila Students (Y) with a coefficient of 0.556, a T value of 10.135, and a p-value of 0.000 ( $p < 0.05$ ). This means that that Boarding School environment in general direct contribute to the formation of character students who reflect Profile Pancasila Students .

- Indirect Influence Boarding School Environment (X1) through Social Contribution and Self- Resilience (M): The Boarding School environment also has influence No direct to Profile Pancasila Students (Y) through variable mediation Social Contribution and Self- Resilience (M). Path Coefficient between X1 and M is 0.767 (with  $T = 18.893$  and  $p = 0.000$ ), and the coefficient between M and Y is 0.382 ( $T = 7.222$  and  $p = 0.000$ ). Since both track This significant , then there is influence No significant direct from Boarding School Environment towards Profile Pancasila students through Social Contribution and Self- Resilience .
- Direct and Indirect Influence Social Media Usage (X2): Social Media Usage (X2) does not own influence significant direct to Profile Pancasila Students (Y) with a coefficient of 0.043 ( $T = 1.235$ ,  $p = 0.217$ ). In addition , X2 also does not show influence significant to Social Contribution and Self- Resilience (M) with a coefficient of 0.068 ( $T = 1.424$ ,  $p = 0.154$ ). Because the path This No significant , then The use of Social Media is not own influence No direct through M to Y.

Based on the results This , Social Contribution and Self- Resilience (M) can categorized as variable mediation partial . This is Because The Boarding School (X1) environment has influence significant direct to Profile Pancasila Students (Y), but also have influence No direct through Social Contribution and Self- Resilience (M). That is , M does not fully explain connection between X1 and Y but strengthens the effect connection the .

#### d . Structural Model Test :



Based on the  $R^2$  value , the coefficient path , and significance test , the proposed structural model give good picture . Boarding School (X1 ) environment has very strong and significant influence to Social Contribution and Self- Resilience (M) and Profile Pancasila Students (Y). Social

Contribution and Self- Resilience (M) have influence significant positive to Profile Pancasila Students (Y). Use of Social Media (X2) does not show significant influence to second the variables being tested .

#### 5. Goodness of Fit (GoF) Test

GoF measures how much both models overall match the existing data .GoF Small criteria : 0.1, GoF Medium: 0.25, and GoFLarge: 0.36. The large GoF show a suitable and good model in predict data. Calculate Goodness of Fit (GoF) use formula  $GoF = \sqrt{AVE \times R^2}$ . Based on the calculations carried out , the following is Goodness of Fit (GoF) values for the given model :

- GoF for Social Contribution and Self- Resilience (M): 0.639
- GoF for Profile Pancasila Students (Y): 0.681
- Overall GoF: 0.660

Overall GoF score of 0.660 indicates that this model own good compatibility in predicting data. In general, the more tall GoF value, the higher both models in represent connection between variable in research. Based on the large GoF value (0.660 ), significant  $R^2$  value, adequate AVE, and high reliability, can concluded that this model fulfil goodness of fit standard And own good validity and representativeness .

**Table 11. Model Fit:**

	Saturated Model	Estimated Model
SRMR	0.075	0.075
d_ ULS	1.188	1.188
d_G	0.616	0.616
Chi-Square	613,146	613,146
NFI	0.729	0.729

- Overall, this model show good fit with data based on the values of the given model fit indicators. Some of the main indicators, such as SRMR and d\_G, indicating very good compatibility, while d\_ ULS and Chi-Square need under consideration in context more continue, especially size sample and model complexity. NFI is at a value that can be accepted, but For study social , more Good If NFI is above 0.80.
- So, it can concluded that the proposed model valid and can accepted, even though there is some areas for improvement ( such as A little NFI more low from ideal value ). However in a way Overall, this model representative and sufficient Good For study social .

Study This underline role important from boarding school environment in to form character Pancasila students through contribution social and resilience self as factor mediation. Findings This confirm that supportive environment spiritual and social values own impact significant in the educational process character. boarding school environment has role important in formation character students by creating experience intensive in values religious , togetherness , and responsibility answer social (Tekwan et al. 2022; Yuliano et al., 2022) . Through activity religious and moral, such as routine worship and teaching religious and moral values , students No only get better understanding deep about religious teachings , but also internalize values This in life everyday life . This strengthens spiritual awareness and

forms ethics a solid personality . In addition , the boarding school environment provides chance wide For development togetherness and brotherhood . Interaction daily life and activities collaborative between student allow they build attitude each other appreciate and work the same , which ultimately strengthens the values of mutual cooperation and diversity , which are relevant in Profile Pancasila Students .

Boarding schools also integrate activity based on project social such as mutual cooperation and activities community, where students can learn the importance of from contribution social and responsibility answer to community (Doren, 2024). Activities This push they For develop empathy, care to fellow, and active in serve community, reflecting a spirit that is in harmony with ideals Profile Pancasila Students. Through these three indicators , boarding schools do not only create atmosphere deep learning, but also shaping character student become an individual who is moral, caring, and contributing positive for public .

Contribution social own role important as booster formation character Pancasila students by becoming factor effective mediation in the educational process character. Through involvement in activity social, students trained For care to fellow human beings and the environment surroundings, which strengthens empathy and responsibility. answer social they . Attitude caring and empathetic This is characteristics main Pancasila students who reflect values of mutual cooperation and love love to fellow (Yuniarto et al, 2023). Participation in contribution social also provides student chance For interact with various reality social outside environment school, so that they more understand and appreciate difference as well as foster a sense of solidarity with the community . Thus, the contribution social No only to form caring and responsible students answer, but also create ready individual become active citizens , with integrity, and have awareness tall to importance unity and diversity, in accordance with the values upheld in Profile Pancasila Students .

Resilience self is foundation important for development independence and resilience , which are essential in profile Pancasila Students (Commission) KWI Catechetics, 2015). Resilience self This formed through habit life independent as well as ability in manage emotions , which allow student For face pressure and challenges live with more mature . By having resilience strong self, students more Ready For develop character independent and tough, two qualities main supporting success they in complex and diverse situations. The boarding school environment plays a role key in this process by providing supportive atmosphere formation skills important life, such as ability take decision in a way independent, management effective time, and responsibility answer on choice personal . Habituation This no only make student more believe self and resilience, but also prepare they For adapt and cope various challenges, in line with the values Pancasila students who prioritize independence, responsibility responsibility, and resilience (Kalele et al., 2024).

#### IV. CONCLUSION

Study This disclose that the boarding school environment has role significant in formation character Pancasila Students. Through activity religious and moral, development togetherness and brotherhood, as well as activity based on project social, boarding school environment contributes direct to strengthening values faith, morality, mutual cooperation, and diversity. In addition, the contribution social and resilience self proven become variable mediation that strengthens influence boarding school environment in to form character Pancasila Students. In particular, the contribution social help student develop empathy , tolerance , and responsibility answer social, whereas resilience self increase independence, resilience, and ability think critical. Both factors This support achievement profile A strong and independent Pancasila student, who is able to face global challenges and give contribution positive in society. Thus, the approach holistic in boarding school education, which includes spiritual, social and resilience development self, proven effective in to form character students who are in line with the values of Pancasila. Implications from study This emphasize the importance of educational strategies that are not only teach theory, but also internalize values nationality in life everyday, use support birth generation young people who are qualified, ethical, and have soul visionary leadership. Findings study This own significant implications for boarding school managers and creators policy education. First, boarding school can increase activities that strengthen values religion, togetherness, and contribution social. Second, it is necessary existence policies that support coaching programs resilience self, which allows student develop ability independent and resilient in face challenges. Overall, the research This show that formation character Pancasila students in boarding school environments are more effective when involving contribution social and resilience self as part from the educational process. This is emphasize importance approach holistic in education character, where students No only taught For understand the values of Pancasila, but also invited For internalize and practice values the in life daily.

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