Family Socialization, Teacher Example, and Social Heterogeneity on the Diversity of Characters in the Global Profile of Pancasila Students

Yeni Susanti[1*], Ravik Karsidi[2], Ahmad Zuber[3] (iD)

[1,2,3] Sociology Masters Department, Sebelas Maret University, Surakarta, Indonesia

ABSTRAK

Penelitian ini dilatarbelakangi oleh adanya perkembangan Kurikulum Merdeka dimana dalam implementasinya juga berfokus pada pengembangan karakter Profil Pelajar Pancasila. Salah satu dimensinya adalah pengembangan karakter Berkebhinekaan Global yaitu kebiasaan untuk melestarikan budaya luhur, identitas, lokalitas dan mengembangkan sikap terbuka dalam interaksi dengan kebudayaan lain baik dalam skala nasional maupun global. Karakter berkebinekaan global merupakan sebuah kebiasaan yang ditanamkan mulai dari lingkungan keluarga, sekolah hingga masyarakat. Nyatanya masih banyak terjadi konflik yang disebabkan oleh rasa intoleransi dan diskriminasi, orang tua yang hanya fokus pada kebutuhan lahiriah anak dan guru yang belum mampu menjadi teladan. Penelitian ini menguji adanya pengaruh antara intensitas sosialisasi keluarga, tingkat keteladanan guru dan heterogenitas pergaulan terhadap tingkat karakter berkebhinnekaan global profil pelajar Pancasila siswa dengan pendekatan kuantitatif. Penelitian ini merupakan penelitian dengan pendekatan kuantitatif, menggunakan metode survei dengan jenis penelitian eksplanatori. Hasil penelitian ini menunjukan bahwa veriabel-variabel yang diuji menunjukan kategori tinggi. Berdasarkan hasil uji t menunjukan adanya pengaruh yang signifikan antara ketiga variabel dependen terhadap variabel independen Implikasi penelitian ini adalah uru tidak hanya mengajarkan materi akademik, tetapi juga memberikan contoh nyata mengenai nilai-nilai Pancasila, seperti integritas, kerja sama, dan rasa hormat terhadap perbedaan.

ABSTRACT

This research was motivated by the development of the Merdeka Curriculum, whose implementation also focused on developing the character of the Pancasila Student Profile. One of the dimensions is the development of the character of Global Diversity, namely the habit of preserving noble culture, identity, locality and developing an open attitude in interactions with other cultures both on a national and global scale. The character of global diversity is a habit that is instilled from the family environment, school to society. In fact, there are still many conflicts caused by feelings of intolerance and discrimination, parents who only focus on their children's external needs and teachers who are unable to be role models. This research examines the influence between the intensity of family socialization, the level of teacher example and social heterogeneity on the level of global diversity character of Pancasila student profiles using a quantitative approach. This research is research with a quantitative approach, using a survey method with an explanatory research type. The results of this research show that the variables tested show a high category. Based on the results of the t test, it shows that there is a significant influence between the three dependent variables on the independent variables. The implication of this research is that teachers not only teach academic material, but also provide real examples of Pancasila values, such as integrity, cooperation and respect for differences.

1. INTRODUCTION

Indonesia is a multicultural country. One of Indonesia's diversity that contains potential threats to the unity and unity of the country is religion. Study room stated that there were several major cases of religious conflict such as the Poso case in Ambon, the Sunni case in East Java, GKI Yasmin in Bogor, and so

*Corresponding author
E-mail addresses: yeni.socio@gmail.com (Yeni Susanti)

on. A study conducted by the Institute for Peace and Islamic Studies in big cities such as Jakarta, Bogor, Depok, Tanggerang and Bekasi found that almost 50% of 993 students committed violence in the name of religion. Racial conflicts also often occur in several cities in Indonesia. Surakarta, which is currently ranked in the top 10 most tolerant cities, also has a dark history of racial conflict, namely between ethnic Chinese and native Javanese in Surakarta in 1998(Istiqomah & Widiyanto, 2022; Kurniawan, 2018). The threat of conflict is an impetus to build public awareness to instill a fair attitude in responding to diversity. In the context of religion, to avoid conflict and disharmony it is necessary to foster a moderate, inclusive way of religion or an open religious attitude. Efforts to build public awareness to be fair in diversity is a habituation process that involves all aspects of the ideology of Pancasila and Bhinneka Tunggal Ika which has been rooted in every generation, but Indonesia must not be careless in strengthening these values amidst diversity. the influence of globalization and westernization. Indonesian society is encouraged to have global diversity competencies from an early age. Global diversity is the future of Indonesian society with an open character, able to accept and utilize global diversity, experiences and different cultural values in the world, without losing its unique characteristics.

One process of getting used to global diversity is through educational institutions, whether formal, informal or non-formal. In Indonesia, an independent curriculum is currently running, known as the independent curriculum, through a transformational approach to learning values, namely the Pancasila Student Profile (Aziz & Abdulkarim, 2023; Yumaroh & Suranto, 2020). Global diversity is one dimension of the Pancasila student profile as a form of effort to preserve noble culture, identity and locality as well as developing an open attitude in interacting with other cultures, being able to instill an attitude of tolerance and not violating noble culture. Indonesian nation. Global diversity can encourage students' life orientation not only limited to tolerance but also love for traditions and traditional culture from various regions and can create the preservation of traditions and traditional culture itself(Ghozali, 2018; Nurgiansah, 2022). Character is a characteristic of a person's behavior that differentiates him from other people. Global diversity is a sense of respect for differences or tolerance for diversity, respecting one's culture of origin but not closing oneself off from foreign cultures (Agustina et al., 2019; Arofad, 2022). Global diversity also includes openness and tolerance towards foreign cultural diversity but still respecting culture. The concept of global diversity is emphasized by the existence of four elements, namely, knowing and appreciating culture; intercultural interactions; reflection and responsibility for diversity experiences; and social justice (Nurgiansah, 2022; Saragih et al., 2022). The concept of global character and diversity above can be concluded that global diversity character is the behavior that a person has in recognizing and appreciating culture, intercultural interactions, reflection, and responsibility for experiences of diversity and social justice.

The character of global diversity is a habit that is instilled in the family, school and social environment. The family environment is the first group that children meet and is the first medium of socialization. Socialization is a process of instilling or transferring values and customary rules from one generation to another in a group or society. Socialization in the family is a method used by parents to instill values in their children, including moral, religious and social values (Abdiraiymova et al., 2018; Adib, 2020). Socialization is a process carried out by an individual in learning values, norms, habits, behavior and everything related to this process which is carried out effectively so that the individual can participate well in living social life in society. everyday life (Agustina et al., 2019; Anggraeni, 2020). The family is a place where a child experiences the initial (primary) socialization process. In general, each individual obtains primary socialization when he is still small and the family plays a very important role. Family socialization includes two dimensions, namely the dimensions of acceptance and assertiveness. The dimension of strictness refers to the degree of coercion and firmness used to set limits on the child's behavior and thereby enforce parental authority (Ansani & Samsir, 2021; Ariyanto & Fauziati, 2023; Arofad, 2022; Aymerich et al., 2018). The family environment is not only the center for the formation of children's behavior, but is also formed in the school environment. Schools play a role in educating and educating students. Teachers are the spearhead of educational success in schools. An exemplary teacher is an act of instilling morals carried out by a professional person by respecting words, attitudes and behavior so that other people can emulate them, which teachers do to their students (Aziz & Abdulkarim, 2023; Bastian et al., 2020). An exemplary teacher is also defined as the behavior and attitude shown by the teacher through good actions so that he is expected to be a role model for students and other school members (Fadli, 2020; Ilze Kačane, 2020).

The family and school environment are very important in shaping a child's character, but the social environment of society is no less important. The community acts as a forum for developing students' self-potential so they must provide support for student activities in efforts to self-actualize in character building. The diversity or heterogeneity of social relationships certainly has an influence on the formation of children's character. Heterogeneity is horizontal grouping based on differences in ethnicity, race and religion as well as based on differences in employment and family structure (Faizah et al., 2022; Farid,

2019). Heterogeneity refers to the degree to which people in a society differ from each other based on observable characteristics. Heterogeneity is also defined as differences which include intellectual, moral, habitual, physical, and so on (Febria et al., 2019; Ghozali, 2018). Based on these definitions, it can be concluded that heterogeneity is diversity that differentiates one from another based on observable characteristics, including intellectual, moral, habit, physical, belief, economic, ethnic, and language. Association is a social relationship that occurs between someone and another person and lasts for a relatively long period of time so that they can influence each other. The heterogeneity of social interactions encourages increased cooperation in various fields, both social, economic and cultural. People who are different and live together can become good neighbors and will learn to respect differences(Gultom et al., 2023; Maaf, 2023). Radicalism often occurs among local communities (Priscilla, dkk., 2022)For example, the Papuan people are often the target of acts of racism, thus becoming a source of conflict regarding tolerance towards diversity.

These teenagers usually call it Gapping. The issue of the use of hate speech that leads to discrimination and calls for verbal and physical violence against certain ethnic and religious groups also occurs among teenagers (Hastuti et al., 2022; Istiqomah & Widiyanto, 2022; Priscilla et al., 2023; Ramli, 2020). The large number of cases in regions tend to reflect a weak awareness of tolerance, such as inter-village brawls, religious-based demonstrations, ethnic conflicts, and so on which can have an impact on students. The facts regarding students' character weaknesses and intolerant attitudes above make educational institutions able to carry out character learning optimally to realize the Pancasila Student Profile as designed in Minister of Education and Culture Regulation Number 22 of 2020. The Merdeka Curriculum which contains character education for the Pancasila Student Profile has begun to be implemented effectively. comprehensively in every educational unit at both primary and upper secondary levels starting at the beginning of the 2023/2024 academic year (Kasingku et al., 2023; Kurniawan, 2018). Humans learn most behavior through imitation so many learning events occur through other people. An individual will learn by observing and imitating the behavior of other people and then using that person as a model for themselves. In the context of children's lives as students, parents and teachers play an important role as models and figures to imitate behavior. According to this research, students through imitation or example from teachers at school can develop new behavior that is in accordance with values and norms so that it can influence the increase in the character of global diversity (Mutohar et al., 2022; Napratilora et al., 2021; Nurgiansah, 2022; Oktaviani, 2021).

This research was conducted at Madrasah Aliyah Negeri 2 Surakarta and has implemented Pancasila Student Profile character education for more than one school year because based on the Decree of the Director General of Islamic Education Number 3811 of 2022 concerning Madrasas that implement the Independent Curriculum, it is noted that Madrasah Aliyah Negeri 2 Surakarta is one of project pilot madrasah implementing the Independent Curriculum starting in the 2022/2023 school year. Data reported from the results of New Student Admissions shows that Madrasah Aliyah Negeri 2 Surakarta students come from all regions in Indonesia. Most of the students come from outside the island and province, especially students from Islamic boarding school programs. The novelty in research on family socialization, teacher example, and social heterogeneity on the diversity of characters in the Pancasila Student Profile lies in the holistic approach that combines these three factors in forming students with global character based on Pancasila values. If previous research tends to focus on one aspect, novelty arises from the integration of the perspective that socialization in the family, teacher role models, and social diversity cannot be seen separately.

The aim of this research is to analyze and understand the influence of family socialization, teacher example, and social heterogeneity on the diversity of characters in the Pancasila Student Profile, especially in forming students who have a global outlook but still adhere to Pancasila values. This research aims to identify the extent of the family's role in instilling the basic values of Pancasila such as tolerance, mutual cooperation and integrity, as well as how the example set by teachers at school can strengthen the application of these values in students' daily lives. Apart from that, this research also aims to explore the influence of social heterogeneity, such as diversity of ethnic, cultural and religious backgrounds in the school environment, on the formation of inclusive and adaptive character in students. Thus, this research aims to provide a comprehensive picture of how these three factors interact with each other to create students with a global profile who are ready to face the challenges of the modern world but remain grounded in a strong national identity in accordance with the values of Pancasila.

2. METHOD

This research is research with a quantitative approach, using a survey method with an explanatory research type. Explanatory research is research that explains the position between the variables studied

and the relationship between one variable and another variable through the submission of a hypothesis that has been formulated. This research will measure the extent of influence of the intensity of family socialization, the level of teacher example, and social heterogeneity on the level of global character diversity in students' Pancasila Student Profiles. This research was carried out by creating a research instrument grid, testing the research instrument grid by testing the validity of each variable, after the instrument items were declared valid, a reliability test was carried out to determine the extent of their validity. research instruments, which instruments can be trusted from the level of reliability of an instrument, if the instrument is reliable, continue by distributing questionnaires to respondents by sending a Google form link, the data obtained is carried out by means of a normality test aimed at testing the dependent variable and independent variables, both with a normal distribution or not. After the variables are declared normal, multiple linear regression analysis is used to measure the strength of the relationship between two or more variables, and also shows the direction of the relationship between the dependent variable and the independent variable (Napratilora et al., 2021; Sugiyono, 2021).

The population in this study was class XI (Stage F) students from 12 classes of Madrasah Aliyah Negeri 2 Surakarta, totaling 413 students. The reason for selecting the population was because in class The sample in this study was taken based on Arkin and Colton's table with a total of 83 respondents so that each class took 8 respondents and some took 9 respondents. Sampling used the Cluster Random Sampling technique. This research data was obtained from primary and secondary data. Primary data was obtained using a questionnaire or questionnaire prepared using a Likert scale. Researchers also collect secondary data from books, archives and journals.

The instruments in this research were divided into four variables, namely the intensity of family socialization, the level of teacher example, social heterogeneity, and the level of global character diversity. The instruments for these variables are shown in Table 1.

Table 1. Research Variable Instruments

NO	Variable			
	Intensity of Family Socialization	Teacher Exemplary Level	Social Heterogeneity	Character Levels of Global Diversity
1	Parents often teach a positive attitude towards differences	The teacher sets an example to value the opinions of others	Students socialize with friends who have diverse intellectuals.	Students have the habit of reading literature about culture.
2	Parents often teach behavior to respect differences	The teacher sets an example for appreciating other people's work.	Students socialize with friends who have diverse morals.	Students enjoy visiting cultural tourist attractions.
3	Parents teach good ethics to everyone.	Teacher's role model in respecting other people's physical differences.	Students socialize with friends from different cultures.	Students are open to interacting with other cultures.
4	Parents teach concern for everyone.	The teacher's example is to respect the differences in the origins of other people.	Students socialize with friends who have different physical forms.	Students develop respectful behavior towards other cultures.
5	Parents educate them to behave according to religious norms.	The teacher's role model in believing in human equality	Students socialize with friends of different beliefs.	Students reconcile differences by collaborating with other cultures.
6	Parents teach behavior that is in accordance with legal norms.	The teacher's example is to behave fairly towards everyone.	Students socialize with friends of different economic status.	Students are responsible for maintaining harmony in diversity.
7	Parents teach behavior that is in accordance with decency norms.	The teacher's exemplary behavior does not discriminate against other people.	Students socialize with friends from various ethnicities.	Students participate in preserving culture so that it does not become extinct.

NO	Variable			
	Intensity of Family Socialization	**Teacher Exemplary Level**	**Social Heterogeneity**	**Character Levels of Global Diversity**
8	Parents teach them to behave according to the norms of politeness.	The teacher's role model is not favoritism.	Students socialize with friends who speak various languages.	Students develop behaviors such as providing assistance to others.
9		The teacher's role model is being able to listen to other people's suggestions.		

This research procedure begins with the first step in this procedure, namely determining the research population, which consists of students in various schools with diverse social, ethnic and cultural backgrounds. The research sample was taken using a *random sampling* technique to ensure a fair representation of the population. The research instrument used was a structured questionnaire designed to measure students' perceptions of three main variables: family socialization, teacher example, and social heterogeneity, as well as their impact on the character of the Pancasila Student Profile. This questionnaire is measured using a 1-5 Likert scale, where respondents are asked to indicate their level of agreement with various statements describing each variable. Data collection was carried out by distributing questionnaires to students who were research respondents, either directly or via digital platforms. After the data was collected, analysis was carried out using descriptive statistical analysis techniques to provide a general description of the data, as well as linear regression analysis to test the influence of each independent variable (family socialization, teacher example, and social heterogeneity) on the dependent variable (diversity of characters in the Pancasila Student Profile).

The final stage is interpretation of the results and discussion, where the researcher evaluates the extent to which these three factors contribute to the formation of students' global character based on Pancasila values. It is hoped that this research can provide practical recommendations for families, teachers and schools in increasing their role in forming student character. The results of testing the research instrument for the Intensity of Family Socialization variable concluded that the 8 question items asked were valid at $\alpha = 0.05$. The teacher exemplary level variable concluded that the 9 question items asked were valid at $\alpha = 0.05$. The Social Heterogeneity Variable concludes that the 8 question items asked are valid at $\alpha = 0.05$. The Global Diversity Character Level variable concluded that the 8 question items asked were valid at $\alpha = 0.05$.

The reliability test in this study shows that the Cronbach Alpha value is greater than reliability, namely 0.70. This shows that each variable is proven to be in the acceptable category. This research also carried out the Classical Assumption Test which includes the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. Next, data analysis uses multiple linear regression analysis. Statistical tests in this study used the SPSS for Windows version 26.0 program.

3. RESULT AND DISCUSSION

Result

This research was carried out at Madrasah Aliyah Negeri 2 Surakarta which is located at Jalan Slamet Riyadi Number 38 Sriwedari, Laweyan District, Surakarta City, Central Java 55741. Based on the Decree of the Director General of Islamic Education Number 3811 of 2022 concerning the Implementation of Independent Curriculum Madrasahs, Madrasah Aliyah Negeri 2 was recorded. Surakarta is one of the Madrasah pilot projects implementing the Independent Curriculum starting in the 2023/2024 academic year. Madrasah Aliyah Negeri 2 Surakarta has implemented Pancasila Student Profile character education for more than one academic year. Based on student data from Madrasah Aliyah Negeri 2 Surakarta, the number of students by gender is presented in Table 1. Based on staffing data from Madrasah Aliyah Negeri 2 Surakarta, the number of teachers by gender is presented in Table 2.

Table 1. Composition of Number of Students Based on Gender

Gender	Class	Class XI	Class XII	Total
Boy	180	182	146	508
Girls	221	232	241	694
Total	401	414	387	1202

Table 2. Composition of the Number of Teachers

Type	Gender		Education		Certified	
Staffing	M	INSIDE	Masters	Teacher	Of	NO
State apparatus	22	33	45	10	45	10
Honorary teacher	12	11	16	7	2	21
Amount	34	44	61	17	47	31
Percentage (%)	43.6	56.4	78.2	21.8	60.3	39.7

Source: Madrasah Data, 2023

The population in this study were students of Phase F (Class XI) of Madrasah Aliyah Negeri 2 Surakarta, totaling 414 people, with a total sample of 83 students. Based on the primary data obtained, an overview of the characteristics of respondents based on gender and age is presented in Table 3. Description of Respondents Based on Age in Table 4.

Table 3. Description of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Boy	34	41.0
Girls	49	59.0
Amount	83	100

Table 4. Description of Respondents Based on Age

Age	Frequency	Percentage (%)
16 years	66	79.5
17 years	15	18.1
18 years	2	2.4

Descriptions of the variables in this research are used to describe the conditions of the variables used in this research. The first independent variable is the intensity of family socialization seen or measured from 3 (three) indicators and consisting of 8 (eight) question items, namely parents socialize how to behave in accordance with the morals that apply in society; parents socialize how to behave according to the values that apply in society; and parents socialize how to behave according to the norms that apply in society. Based on the results of descriptive analysis, the frequency of the intensity of family socialization variable was classified as high with respondents stating it was 98.8%.

The second independent variable is the level of teacher exemplary behavior seen or measured from 2 (two) indicators and consists of 9 (nine) question items. These two indicators are the teacher's example to students and other school members in behaving respectfully towards each other, and the teacher's example to students and other school members in behaving well. Based on the results of the descriptive analysis, the frequency of the teacher exemplary variable was classified as high, with respondents stating that it was 84.3%. Furthermore, the third independent variable is social heterogeneity seen or measured from 8 (eight) indicators and consisting of 8 (eight) question items, namely intellectual diversity in social relations, moral diversity in social relations, diversity of habits in social relations, physical diversity in social relations. , diversity of beliefs in social relations, economic diversity in social relations, ethnic diversity in social relations, and linguistic diversity in social relations. Based on the results of descriptive analysis, the frequency of social heterogeneity variables is classified as high with respondents stating it was 81.9%.

The dependent variable in this research is the level of global character diversity seen or measured from 6 (six) indicators and consisting of 8 (eight) question items, namely the behavior a person has in recognizing culture, the behavior a person has in respecting culture, a person's behavior in intercultural interactions, a person's behavior in reflecting the experience of diversity, a person's behavior that is responsible for the experience of diversity, and a person's behavior in social justice. Based on the results of

descriptive analysis, the frequency of global diversity character level variables is classified in the high category with respondents stating it was 89.2%.

The Classical Assumption Tests in this research include the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. In this research, the Normality Test uses the PP Plot visual approach and the Kolmogorov-Smirnov statistical test.
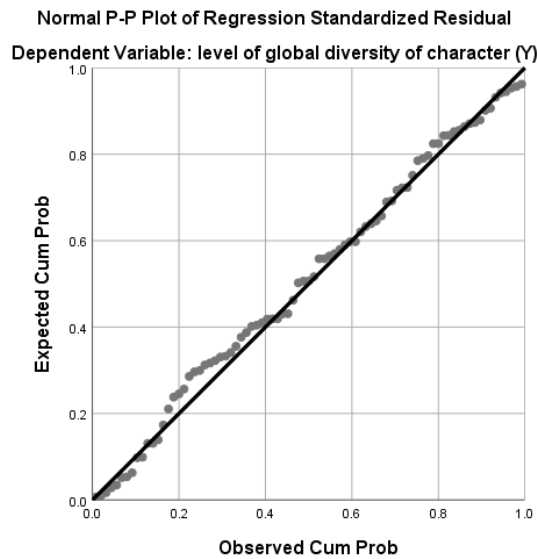
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: level of global diversity of character (Y)

Figure 1. Normal PP Plot Curve

Based on Figure 1. above, it can be concluded that the normal P-P Plot graph shows that the points are spread around the diagonal line and the distribution is not too far or wide, so the graph shows that the regression model meets normality. assumptions and is suitable for use. Furthermore, the results of the Kolmogrov-Smirnov test are seen from the significance value of 0.200 > 0.05, meaning it can be concluded that the residuals are normally distributed. Kolmogrov Smirnov Test Results showed in Table 5.

Table 5. Kolmogrov Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test		
		Nonstandardized Residues
N		83
Common Parameters[a,b]	Means	0.0000000
	Std. Deviation	3.12194364
The Most Extreme	Absolute	0.065
Difference	Positive	0.037
	Negative	- 0.065
Statistical Tests		0.065
Asymp. signature. (2-tail)		0.200[CD]

A. Normal test distribution; B. Calculated from data; C. Lilliefors Significance Correction; D. This is the lower limit of the true meaning

In the results of the Multicollinearity Test, the calculation of the Variance Inflation Factor (VIF) value shows that the VIF value of Family Socialization Intensity is 1.317, the VIF value of Teacher Exemplary Level is 1.480, the VIF value of Social Heterogeneity is 1.287. This shows that none of the independent variables has a VIF value of more than 10. So it can be concluded that there is no multicollinearity between the independent variables in the regression model. The calculation results also show the Tolerance value for each variable, namely Family Socialization Intensity of 0.759, and Teacher Exemplary Level of 0.679. Social Heterogeneity is 0.777. This means that there is no independent variable that has a Tolerance value of less than 0.1. So according to the Tolerance value, there is no multicollinearity in the regression model. Multicollinearity Test Results showd in Table 6.

Table 6. Multicollinearity Test Results

Model	Coefficient						
	Not standardized Coefficient		Standardized Coefficient	T	Say.	Collinearity Statistics	
	B	Std.Error	Beta			Tolerance	VIF
1 (Constant)	13.898	4.425		3.141	0.002		
Intensity Family Socialization (X1)	0.465	0.133	0.391	3.500	0.001	0.759	1.317
Exemplary Level Teacher (X2)	- 0.206	0.093	- 0.261	- 2.208	0.030	0.676	1.480
Social Heterogeneity (X3)	0.298	0.095	0.348	3.149	0.002	0.777	1.287

A. Dependent Variable: Level of Global Diversity Characteristics (Y)

The heteroscedasticity test shows the results of calculating the significance value of each variable, namely the intensity of family socialization is 0.976, and the level of teacher exemplification is 0.976. Social Heterogeneity is 0.268. This means that there are no independent variables that have a significance value of less than 0.05. So it can be concluded that there are no symptoms of heteroscedasticity in the regression model. Heteroscedasticity Test Results showed in Table 7. Multiple linear regression analysis is carried out by testing the hypothesis with the t test (partial), F test (simultaneous) and R test.^{2} test (coefficient of determination). T-Test Results (partial) showed in Table 8.

Table 7. Heteroscedasticity Test Results

Model	Coefficient						
	Not standardized Coefficient		Standardized Coefficient	T	Say.	Collinearity Statistics	
	B	Std.Error	Beta			Tolerance	VIF
1 (Constant)	3.920	2.707		1.448	0.152		
Intensity Family Socialization (X1)	- 0.002	0.081	- 0.004	- 0.030	0.976	0.759	1.317
Level Example Teacher (X2)	0.025	.057	0.060	0.439	0.662	0.676	1.480
Social Heterogeneity (X3)	- .064	0.058	- 0.141	-1.115	0.268	0.777	1.287

A. Variabel Depend: Abs_RES

Table 8. T-Test Results (Partial)

Model	Coefficient				
	Unstandardized Coefficients		Standardized Coefficient	T	Say.
	B	Std. Error	Beta		
1 (Constant)	13.898	4.425		3.141	0.002
Intensity Family Socialization (X1)	0.465	0.133	0.391	3.500	0.001
Exemplary Teacher Level (X2)	-0.206	0.093	-0.261	-2.208	0.030
Social Heterogeneity (X3)	0.298	0.095	0.348	3.149	0.002

A. Variabel They depend: Level of Global Diversity of Characters (Y)

Based on the results of the t test, it is known that the significance value of the influence of Intensity of Family Socialization (X1) on the Level of Global Diversity Character (Y) is 0.001 <0.05 and the calculated t_{value} is 3.500 > t_{table} 1.664. This calculation shows that Ha is accepted, meaning that the variable intensity of family socialization partially has a positive and significant effect on the level of global character diversity. The significance value of the influence of Teacher Exemplary Level (X2) on the Level of Global Diversity

Character (Y) is 0.030 < 0.05 and the t-value is -2.208 < -t table -1.664. This calculation shows that Ha is accepted, meaning that the teacher exemplary level variable partially has a positive and significant effect on the level of global character diversity. The significance value of the influence of Social Heterogeneity (X3) on the Level of Global Diversity Character (Y) is 0.002 < 0.05 and the calculated t value is 3.149 > t table 1.664. This calculation shows that Ha is accepted, meaning that the social heterogeneity variable partially has a positive and significant effect on the level of global character diversity.

The results of the F_{test} (simultaneous) are obtained by comparing the sig value with the significance level (a), namely (0.000), so that you can see the comparison of the sig value (0.000 < 0.05). Because the sig value <a has a probability smaller than 0.05, it can be concluded that Ha is accepted and Ho is rejected. This means that the three independent variables are Intensity of Family Socialization (X1), Exemplary Teacher Level (X2), and Social Heterogeneity (X3) together (simultaneously) influence the dependent variable Global Character Diversity level (Y). The results of the analysis show that the intensity of family socialization, the level of teacher example, and social heterogeneity simultaneously or simultaneously influence the level of global character diversity.

R^2 The test (coefficient of determination) aims to find out how much the independent variable can explain the dependent variable. The Adjusted R Square value, it shows 0.224. These results show that 22.4% of the global diversity character level variable can be explained by the intensity of family socialization variable, Exemplary teacher level, and social heterogeneity, while the difference was 77.6% explained by other variables not examined in this study.

Discussion

This research shows that parents or families of Madrasah Aliyah Negeri 2 Surakarta students have a high percentage of family socialization intensity, namely 98.8%. Parents of students Madrasah Aliyah Negeri 2 Surakarta has socialized how to behave according to the morals, values and norms that apply in society to its children. This is in accordance with the theory of socialization where the socialization process creates personal development for humans or children which includes the preparation stage, play stage, game stage and generalization stage. The results of this research are also related to previous (Nurgiansah, 2022; Oktaviani, 2021). George Herbert Mead's Socialization Theory is very relevant to the results of this research, where the intensity of family socialization partially or simultaneously has a positive and significant effect at the global level. diversity the character of a child George Herbert Mead (1972). Previous research explains that the formation of a child's personality requires primary socialization in the family environment in the form of social values, norms, cultural values, and self-maturation. The difference with this research is that family socialization influences a child's personality, especially globally diversity character(Priscilla et al., 2023; Ramli, 2020).

The results of the t test in this study show that the significance value of the influence of intensity of family socialization on the level of global diversity character is 0.001 <0.05 and the calculated value is 3.500 > t_{table} 1,664. These calculations show that the hypothesis is accepted, meaning that the variable intensity of family socialization partially has a positive and significant effect on the level of global character diversity. The results of this analysis confirm that the intensity of family socialization includes indicators of the intensity of teaching good prejudice towards differences, teaching behavior to respect differences, teaching good ethics to everyone, teaching concern for everyone, teaching behavior those who comply with religious norms, law, decency and decency are included in the high category. From the research results it can be concluded that high intensity of family socialization influences global improvement diversity character Pancasila Student Profile of Madrasah Aliyah Negeri 2 Surakarta students.

The results of previous research show the level of exemplary behavior of teachers in Madrasah Aliyah Negeri 2 Surakarta is in the high category, namely with a percentage of 84.3%, this shows that teachers have an exemplary attitude which is characterized by respect and good behavior in carrying out their profession. This is in accordance with Modeling theory where humans learn most behavior through imitation so that many learning events occur through the intermediary of other people. In the context of this research, the teacher becomes a model that students will imitate through the process of paying attention, remembering, multiplying and receiving motivation (Ridho, 2020; Ruthner, 2019).

There are several ways of imitation, namely direct imitation, indirect imitation, combined imitation, momentary or direct imitation, and continuous imitation. Bandura's concept of imitation is closely related to this research, students through imitation or example from teachers at school can develop new behavior that is in accordance with values and norms so that it can influence global character improvement. diversity(Yumaroh & Suranto, 2020; Yunus, 2022; Zakso et al., 2021). The results of the research show that the level of teacher example, both partially and simultaneously, has a positive and significant effect on the level of global example. diversity character. In conclusion, teachers who have a high level of exemplary behavior are increasingly significant formation global diversity students with Bandura characteristics.

The results of this study are also related to previous research. Previous research revealed that the better the leadership and exemplary behavior provided by teachers, the more positive impact it will have on the formation of students' character. The difference with this research is that the teacher's example influences the formation of students' characters who focus on the global diversity character (Saragih et al., 2022; Sawitri et al., 2023).

The teacher's example has an effect on improving character diversity students, proven by the results of the significance value of the influence of the level of teacher example on the level of global character diversity, namely 0.030 < 0.05 and the count is -2.208 < -t_{table} -1,664. The teacher's example includes the teacher's example of respecting other people's opinions, appreciate other people's work, appreciate others physical differences of people, appreciate differences in the origins of other people, believes in equality of humanity, behaves fairly towards everyone, behaves without discriminating against other people, behaves without favoritism, and can listen to other people's suggestions. Based on the research results, it can be concluded that the level of teacher exemplification partially has a positive and significant effect on the level of global diversity in the Pancasila Student Profile of Madrasah Aliyah Negeri 2 Surakarta students.

The results of this study indicate the existence of heterogeneity in student relationships Madrasah Aliyah Negeri 2 Surakarta shows a high category which is characterized by its diverse social environment both in terms of intellectual, moral, habit, physical, belief, economic, ethnic and linguistic aspects. In general, the social heterogeneity of students in this study was in the high category, namely 81.9%. States that the world is getting smaller, thereby shortening distances and making everything feel closer, thus creating ease of interaction between someone in one place and another person in another part of the world due to advances in science. . and technology (Sutisna et al., 2021; Suwendri & Sukiani, 2022).

Students' social heterogeneity is characterized by the development of open behavior to recognize, interact and appreciate other cultures and be able to reflect and be responsible for experiences. diversity. Students also demonstrate fair behavior towards each other. According to Pierre Bourdieu's (1986) social capital theory, character diversity can be capital in realizing Pancasila students because social capital is the total of both actual and potential resources related to ownership of a permanent network of institutional relationships based on mutual knowledge and mutual recognition. This research is also related to the theory of Simulacra and Simulation by Jean Baudrillard (1985) which essentially means that humans do not exist in the presence of real reality but are always thinking imaginary thoughts. As many as 57.8% of students are open to interacting with other cultures, they interact both directly and virtually with sophisticated technology through social media.

This implication shows the important role of these three factors in forming students who have a global character. Socialization in the family is the initial foundation that instills the values of diversity, mutual cooperation and tolerance, which are then strengthened by the example of teachers at school as a model of positive behavior. Teachers not only teach academic material, but also provide real examples of Pancasila values, such as integrity, cooperation and respect for differences. In addition, social heterogeneity in school and community environments creates space for students to learn and interact with diverse cultural, religious, and socio-economic backgrounds, which enriches their global perspective (Suyahman, 2020; Syakhrani & Kamil, 2023). In this way, the synergistic interaction between family, school and society contributes significantly in shaping the character of students who are able to think globally, adapt to change, and remain based on Pancasila values in facing challenges in an increasingly complex and multicultural world. Limitations of this research include several aspects that need to be considered. This research uses a survey method which relies on questionnaires as the only data collection instrument, so the results obtained depend entirely on the respondents' subjective perceptions. This can cause bias in the assessment, because respondents' answers may be influenced by other factors that are not measured in the survey.

4. CONCLUSION

This research shows that these three factors have a significant role and interact with each other in forming the character of students who have a global perspective while adhering to the values of Pancasila. Socialization in the family provides the initial foundation for the internalization of Pancasila values such as mutual cooperation, tolerance and equality, which are then strengthened through the example of teachers in the school environment. Teachers play a role not only as instructors, but also as models of behavior that instill moral values, discipline and leadership. On the other hand, the social heterogeneity found in the school environment, with a variety of cultural, religious and socio-economic backgrounds, enriches students' experiences and increases their ability to interact inclusively and accept differences. Therefore, the formation of a Pancasila Student Profile character that is inclusive, adaptive and has a global perspective is the result of synergy between heterogeneous family, school and social environments. This research

emphasizes the importance of a holistic approach in character education which involves various elements forming students' identities in the global era.

5. REFERENCES

Abdiraiymova, G., Duisenova, S., & Shayakhmetov, S. (2018). Reformasi Sistem Pendidikan Tinggi Di Kazakhstan (Berdasarkan Hasil Penelitian Sosiologis. *Procedia - Ilmu Sosial Dan Perilaku*, *82*(67), 397–403. https://Doi.Org/10.1016/J.Sbspro.2013.06.282.

Adib, M. (2020). Agen Dan Struktur Dalam Pandangan Piere Bourdieu. *Biokultur*, *1*(2), 91–110.

Agustina, I. M., Nuvitalia, D., Listyarini, I., & Hanum, A. (2019). *Penguatan Profil Pelajar Pancasila Aspek Berkhebinekaan Global Pada Pelajaran IPAS Materi Kekayaan Budaya Indonesia Di Kelas IV SDN Peterongan* (Vol. 9, Issue 2). Jurnal Ilmiah PGSD FKIP Universitas Mandiri. https://Doi.Org/10.36989/Didaktik.V9i2.1121.

Anggraeni, F. I. (2020). Generasi Muda Dan Pancasila: Tantangan Saat Ini. *Jurnal Kreativitas Mahasiswa*, *4*(1), 1 – 26. https://Doi.Org/10.15294/Jcs.V4i1.35974.

Ansani, & Samsir, H. M. (2021). Bandura's Modeling Theory. *Jurnal Multidisiplin Madani (MUDIMA*, *2*(7), 3067 – 3080. https://Doi.Org/10.55927/Mudima.V2i7.692.

Ariyanto, A., & Fauziati, E. (2023). Pembelajaran Daring Di Sekolah Dasar Dalam Perspektif Teori Belajar Konektivisme George Siemens. *Jurnal Ilmiah Mitra Swara Ganesha*, *9*(2), 144–153.

Arofad, K. (2022). Pembentukan Karakter Remaja Melalui Pembinaan Remaja Islam Masjid Al-Cholid Singocandi Kudus. *Dinamika Sosial Budaya*, *24*(1), 115–119. https://Doi.Org/10.26623/Jdsb.V24i1.3558.

Aymerich, M. D. M., Musitu, G., & Palmero, F. (2018). Gaya Sosialisasi Keluarga Dan Permusuhan Pada Populasi Remaja. *Keberlanjutan*, *10*(10), 29 – 62. https://Doi.Org/10.3390/Su10092962.

Aziz, T. A., & Abdulkarim, A. (2023). Penguatan Nilai-Nilai Keberagaman Global Melalui Profil Pelajar Pancasila Dalam Pembelajaran Pendidikan Kewarganegaraan. *Prosiding Konferensi Internasional Agama, Sains Dan Pendidikan*, *2*(2), 281–287. https://Doi.Org/Https://Sunankalijaga.Org/Prosiding/Index.Php/Icrse/Article/View/922.

Bastian, R., Syur'aini, & Ismaniar. (2020). Pengaruh Sosialisasi Dalam Keluarga Terhadap Perkembangan Sosial Anak Usia Dini Di Masyarakat Desa Koto Lamo Sumatera Barat. *Indonesian Journal Of Adult And Community Education*, *2*(1), 16 – 25. https://Doi.Org/10.17509/Ijace.V2i1.28286.

Fadli, M. R. (2020). Memahami Desain Metode Penelitian Kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, *21*(1), 33–54. https://Doi.Org/10.21831/Hum.V21i1.38075.

Faizah, S. N., Dina, L. N. A. B., & Anggraini, A. E. (2022). Realize Tolerant Students Through Strengthening The Profile Of Pancasila Students With Global Diversity In Elementary Schools. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *15*(1), 439–452. https://Doi.Org/10.37680/Qalamuna.V15i1.2149.

Farid, M. (2019). Implementasi Teori Bourdieu Dalam Upaya Mempertahankan Warisan Budaya Sunan Muria Pada Masyarakat Piji Wetan Desa Lau Kabupaten Kudus. *Jurnal Penelitian*, *12*(2), 279–298. https://Doi.Org/10.21043/Jp.V15i2.11305.

Febria, D., Marsevani, M., Catherine, S., CP., T., Joyce., & Julia. (2019). Upaya Pencegahan Rasisme Dan Radikalisme Pada Sekolah Menengah Kejuruan Mahardika. *Providing National Conference For Community Service Project (Nacospro*, *4*(1), 1699 – 1704. https://Journal.Uib.Ac.Id/Index.Php/Nacospro.

Ghozali, S. (2018). Pengembangan Karakter Kebhinekaan Global Dalam Membentuk Profil Pelajar Pancasila. *MIYAH Jurnal Studi Islam*, *16*(02), 515–524. https://Doi.Org/10.33754/Miyah.V16i2.566.

Gultom, K., Gandarum, D. N., & Ischak, M. (2023). Pengaruh Heterogenitas Sosial, Ekonomi, Budaya Penghuni Terhadap Heterogenitas Desain Fasad Bangunan Sebagai Pembentuk Kualitas Kawasan Perumahan (Studi Kasus: Perumnas Klender, Jakarta. *AGORA, Jurnal Arsitektur*, *15*(2), 19 – 38. https://Doi.Org/10.25105/Agora.V15i2.2025.

Hastuti, D., Sarwititi, S., & Alfiasari. (2022). Integrasi Keluarga Dan Sekolah Dalam Penguatan Karakter Remaja Di Indonesia: Suatu Keharusan. *Jurnal Studi Perkembangan Anak*, *1*(1), 13 – 27. https://Doi.Org/10.29244/Jcds.1.01.13-26.

Ilze Kačane, D. D. (2020). Keluarga Sebagai Tempat Pembelajaran Sosial: Sosialisasi Budaya Kaum Muda Dalam Proses Pertukaran Antargenerasi. *Slovenský Národopis*, *69*(3), 399–415. https://Doi.Org/10.2478/Se-2021-0023.

Istiqomah, A., & Widiyanto, D. (2022). Resolusi Konflik Berbasis Budaya Tionghoa-Jawa Di Surakarta. *Jurnal Civics: Media Kajian Kewarganegaraan*, *17*(1), 40 – 49. https://Doi.Org/10.21831/Jc.V17i1.28754.

Kasingku, J. D., Siwu, F. E., & Sanger, A. H. F. (2023). Menjaga Orang Muda Agar Tetap Dalam Pergaulan Yang Benar. *Journal On Education*, *5*(4), 12368–12376.

Kurniawan, K. N. (2018). Tolerance Education In The Hidden Curriculum: A Case Study On Indonesian Public

School. *MASYARAKAT Jurnal Sosiologi*, *23*(1), 1–31. https://Doi.Org/10.7454/MJS.V23i1.7841.

Maaf, B. (2023). Heterogenitas Yang Tercerahkan: Pendidikan Keagamaan Menghadapi Tantangan Ketimpangan Pendidikan. *Agama*, *12*(2), 835. https://Doi.Org/10.3390/Rel12100835.

Mutohar, P. M., Trisnantari, H. E., & Masduki. (2022). Pengaruh Perilaku Kepemimpinan Kepala Sekolah, Model Guru, Dan Budaya Sekolah Terhadap Karakter Siswa Dalam Beradaptasi Dengan Lingkungan Global. *Jurnal Penelitian Ilmu Sosial Dan Humaniora Asia (ASHREJ*, *3*(2), 36 – 44. https://Doi.Org/10.37698/Ashrej.V3i2.78.

Napratilora, M., Mardiah, M., & Lisa, H. (2021). Peran Guru Sebagai Teladan Dalam Implementasi Nilai Pendidikan Karakter. *Al-Liqo: Jurnal Pendidikan Islam*, *6*(1), 23. https://Doi.Org/10.46963/Alliqo.V6i1.349.

Nurgiansah, T. H. (2022). Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Religius. *JURNAL BASICEDU*, *6*(4), 7310 – 7316. https://Doi.Org/10.31004/Basicedu.V6i4.3481.

Oktaviani, S. N. Dan S. (2021). Peran Guru Bimbingan Konseling Dalam Menguatkan Karakter Siswa. *EDUCATIVO: Jurnal Pendidikan*, *2*(1), 115 – 119. https://Doi.Org/10.56248/Educativo.V2i1.120.

Priscilla, Y. G., Suprapto, Y., & Hartono, B. (2023). Radikalisme Dan Rasisme. *Providing National Conference For Community Service Project (Nacospro*, *4*(1), 303 – 309. https://Journal.Uib.Ac.Id/Index.Php/Nacospro.

Ramli, Y. M. (2020). Agama Dalam Tentukur Antropologi Simbolik Geertz. *International Journal Of Islamic Thought*, *1*(2), 62–73. https://Doi.Org/10.24035/Ijit.1.2012.008.

Ridho, H. (2020). Pendidikan Islam Di Era Globalisasi. *Education Journal*, *1*(1), 1 – 10.

Ruthner, A. R. (2019). Status Minoritas Jerman Dalam Sistem Pendidikan Multietnis Di Wilayah Banat – Sebuah Tinjauan Sejarah Yang Berfokus Pada Karakter Multikultural Di Wilayah Tersebut. *Procedia - Ilmu Sosial Dan Perilaku*, *46*(2), 1435 – 1439. https://Doi.Org/10.1016/J.Sbspro.2012.05.316.

Saragih, A. N., Tabrani, F. R., Putri, F. M., & Yohan, P. (2022). Harmonisasi Mahasiswa Di Tengah Adanya Heterogenitas Sosial Di Jurusan Ppkn FIS UNIMED. *MAHAGURU: Jurnal Pendidikan Sekolah Dasar*, *4*(1), 27 – 40. https://Ummaspul.E-Journal.Id/MGR.

Sawitri, O. E., Imran, I. R., & I. (2023). Sosialisasi Keluarga Dalam Membentuk Kepribadian Anak (Studi Pada Keluarga Rumah Tangga Guru Ma Islamiyah. *Jurnal Sosialisasi*, *8*(2), 10 – 21.

Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*. Alfabeta.

Sutisna, D., Indraswati, D., & Sobri, M. (2021). Keteladanan Guru Sebagai Sarana Penerapan Pendidikan Karakter Siswa. *Jurnal Pendidikan Dasar Indonesia*, *4*(2), 29 – 33. https://Doi.Org/10.26737/Jpdi.V4i2.1236.

Suwendri, N. M., & Sukiani, N. K. (2022). Penyimpanganan Perilaku Remaja Di Perkotaan. *Kulturistik: Jurnal Bahasa Dan Budaya*, *4*(2), 51 – 59. https://Doi.Org/10.22225/Kulturistik.4.2.1892.

Suyahman. (2020). Aktualisasi Keteladanan Guru Sebagai Upaya Mewujudkan Pendidikan Berkarakter Di Sekolah Dasar. *Pkn Progresif*, *13*(1), 91 – 103. https://Doi.Org/10.20961/Pknp.V13i1.23266.

Syakhrani, A. W., & Kamil, M. L. (2023). Kebudayaan Dan Kebudayaan: Tinjauan Dari Berbagai Para Ahli, Bentuk-Bentuk Kebudayaan, 7 Unsur Kebudayaan Yang Bersifat Universal. *Lintas Batas*, *5*(1), 782–791. https://Journal.Iaisambas.Ac.Id/Index.Php/Cross-Border/Article/View/1161/916.

Wahyuni, N., & Fitriani, W. (2020). Relevansi Teori Belajar Sosial Albert Bandura Dan Metode Pendidikan Keluarga Dalam Islam. *Qalam: Jurnal Ilmu Kependidikan*, *11*(2), 60 – 66. https://Doi.Org/10.33506/Jq.V11i2.2060.

Wijayanti, D. N., & Muthali'in, A. (2021). *Penguatan Dimensi Berkebinekaan Global Profil Pelajar Pancasila Melalui Pembelajaran Pendidikan Pancasila Dan Kewarganegaraan* (Vol. 18, Issue 1). Jurnal Ilmu Kependidikan. https://Doi.Org/10.29408/Edc.V18i1.12518.

Wirakusuma, Z. A., Mahardhani, A. J., Cahyono, H., Puji, A., Asmaroini, & Hatmoko, D. (2020). Global Diversity Character Development Strategy At The Center For Indonesian Citizenship Education Klang Malaysia. *Al-Ishlah: Jurnal Pendidikan*, *15*(4), 5234–5242. https://Doi.Org/10.35445/Alishlah.V15i4.3510.

Yumaroh, S., & Suranto. (2020). Implementation Of Global Diversity Values In Vocational High School Students. *Didaktika: Jurnal Kependidikan*, *13*(1), 185–198. https://Doi.Org/10.58230/27454312.407.

Yunus, F. M. (2022). Konflik Agama Di Indonesia Problem Dan Solusi Pemecahannya. *Substantia*, *16*(2), 217–228. https://Doi.Org/10.22373/Substantia.V16i2.4930.

Zakso, A., Agung, I., Susanto, A. B., & Capnary, M. C. (2021). Pengaruh Penguatan Pendidikan Karakter Terhadap Peningkatan Toleransi Dan Pembinaan Pelajar Pancasila Di Kawasan Perbatasan: Kasus Provinsi Kalimantan Barat. *Jurnal Akademik Studi Interdisipliner*, *10*(5), 232 – 248. https://Doi.Org/10.36941/Ajis-2021-0136.