

Best Practices for Strengthening Students' Pancasila Profile on the Theme of Entrepreneurship

Roslani Supinah¹, Ishaq Nuriadin², Cucu Suryani³

¹SMA Negeri 6 Kota Tangerang Selatan, Tangerang, Indonesia

²Mathematics Education, Graduate School, University of Prof. Dr. Hamka, Jakarta, Indonesia

³SMPN 1 Cigudeg, Bogor, Indonesia

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ABSTRACT

This study aims to obtain detail information about best practices for strengthening students' Pancasila profiles with the theme of entrepreneurship with the sub-theme of building a creative and innovative culinary entrepreneurial spirit in youth. Through this project, students are expected to be able to develop and achieve specifically the three dimensions of the students' Pancasila profile, namely independence, creativity and cooperation. The type of research used is qualitative research with a case study strategy. The research was conducted at SMA Negeri 6 Kota Tangerang Selatan from September to December 2022. Research data was obtained through observation, documentation and interviews. The research subjects were teachers as project facilitators and coordinators, as well as class X students for the 2022/2023 academic year. The project activity on the theme of entrepreneurship is carried out in five stages of the planning flow. From the results of the study, it was concluded that the project activities on the theme of entrepreneurship which were carried out at SMA Negeri 6 Kota Tangerang Selatan went well. Students get some benefits from project activities and can achieve goals in accordance with the character of the students' Pancasila profile, namely independent, creative and cooperative. There were several obstacles encountered related to the facilitators and students during the entrepreneurship themed project activities.

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Corresponding Author:

Ishaq Noriadin

Mathematics Education, Graduate School, University of Prof. Dr. Hamka

Jl. Limau II No.2, RT.3/RW.3, Kramat Pela, Kec. Kby. Baru, Kota Jakarta Selatan

Email: ishaq_nuriadin@uhamka.ac.id

1. INTRODUCTION

Paradigm changes in the world of education will always occur. This is needed to prepare oneself to face the demands of the industrial revolution 4.0 because changes and improvements in the quality of education must be able to respond to the challenges of the time [1]. In the world of education there is a tool called the curriculum. The curriculum is a set of internal guidelines in developing learning programs that aim to facilitate students in preparing themselves to deal with various problems in the surrounding environment [2]. One of the curriculum in Indonesia that can be implemented after the pandemic is the emancipated curriculum. The emancipated curriculum aims to improve learning during the Covid-19 outbreak. With the emancipated curriculum, it is hoped that emancipated learning will occur which can improve educational services through improving infrastructure and technology-based education [1] and can make learning active and creative [3].

The emancipated curriculum is a curriculum that pays attention to character education. Character education is an effort to help someone to understand, care about and apply values [4]. The implementation of the emancipated curriculum socialized by the Ministry of Education includes an assessment of a project to strengthen the students' Pancasila profile (P5) which includes character education. The learning process in the emancipated curriculum is guided by the character of the students' Pancasila profile [3] which is an ideal profile that can be realized by students in Indonesia through six competencies. [5] This curriculum change requires schools to be able to facilitate in strengthening the six character profiles of students' Pancasila profile as shown in the following figure [6].



Figure 1. students' Pancasila profile

The project to strengthen the students' Pancasila profile is a new nuance for education in Indonesia which gives schools the freedom to innovate in planning projects that will be implemented in schools [7]. Projects to strengthen students' Pancasila profile can provide freedom for each student to be able to learn in a fun, flexible, interactive way and participate actively with the environment, to be able to answer problems and make decisions. Implementation of P5 is one of the efforts so that Indonesian students have the character of Pancasila values as the national identity, ideals and ideology [8]. The students' Pancasila profile is an answer to the competence of students expected by Indonesian education [7] as well as a profile of graduates who are expected to have character and behavior that are in accordance with Pancasila values [4] so that they are in accordance with the vision of education in Indonesia to realize Indonesia as a country with developed sovereign, emancipated, and personality through the creation of Pancasila students.

Based on the results of initial interviews with related parties, it was stated that SMA Negeri 6 Kota Tangerang Selatan is an educational unit that implements the emancipated curriculum at an emancipated level for class X in the 2022/2023 school year. Thus, SMA Negeri 6 Kota Tangerang Selatan also participated in implementing P5 as an effort to strengthen the character of the students' Pancasila profile for students. There are two of P5 activities that will be carried out by the school each semester with a project planning flow as shown below [6]



Figure 2. P5 Planning Flow

In the second and third stages, an analysis is needed to determine the theme to be chosen for the P5 activity which starts from the problems that occur then generates the solutions with creative and innovative ideas.

The problem in Indonesia is that the number of entrepreneurs is still small and the quality is not good, so it is an urgent problem for successful development [9]. The results of a rapid study on entrepreneurship education from the Ministry of Education showed that the orientation of graduates from elementary, junior high to senior high school and vocational schools is to look for work, not as entrepreneurs. [10] Entrepreneurship has an important role in the economic field and creates jobs, but students' entrepreneurial competence is relatively low [11].

The hope for the future is that students can participate in developing the country in the economic field because students are considered able to build the Indonesian economy [8]. It is also stated that competencies that need to be developed in the 21st century learning skills include entrepreneurial competencies (Fong et al., 2014). By applying the entrepreneurial theme at P5, it is hoped that it can provide learning and experience about the character of entrepreneurs to students [8]. A study concluded that the implementation of an emancipated curriculum can develop the entrepreneurial spirit of students through the theme of entrepreneurship which is carried out in a project to strengthen the students' Pancasila profile [8]. Education in the field of entrepreneurship can also develop students' interest in entrepreneurship [12]. From the conditions and problems that have been described, SMA Negeri 6 Kota Tangerang Selatan feels the need to raise the theme of entrepreneurship as one of the themes in the project to strengthen the students' Pancasila profile (P5) in class X for the 2022/2023 academic year.

2. METHOD

This research is a qualitative research with a *case study* strategy. Case study is a strategy used by researchers in looking for more detailed information from an activity, program, process or individual [13]. This research is limited by time and activity. Data obtained by conducting interviews, observation and documentation. In a case study, the researcher explores an issue or problem and the understanding that emerges from examining one or several cases [14].

This research was conducted at SMA Negeri 6 Kota Tangerang Selatan with the address in Pamulang Permai Barat 1 Complex, South Tangerang, Banten. The research subjects were teachers as P5 facilitators and coordinators, and class X students for the 2022/2023 school year. The research was conducted from September to December 2022.

3. RESULTS AND DISCUSSION

Edupreneurship is a program to introduce entrepreneurial concepts and applications through education as an effort to develop edupreneurial character in the field of education (Saimima et al., 2022). It is hoped that edupreneurship development will be able to manage schools with initiative, innovative, emancipated and is expected to be able to overcome problems that occur in schools so that they can provide a stimulus for other schools [15]. Entrepreneurship education is considered important because it is part of the school's efforts to educate, guide and accompany students so that they have the character needed to answer life problems [16].

In accordance with the P5 planning flow, in the **first stage** a team of facilitators was formed to assist students in the project completion process. At this stage the principal of SMA Negeri 6 Kota Tangerang Selatan made a decree at the beginning of the 2022/2023 academic year regarding the division of tasks for the P5 project coordinator and facilitators in charge of accompanying students in each class. Teachers can become facilitators and students can play an active role in the P5 activities that will be carried out.

The second stage is to identify the readiness level of the education unit. To carry out entrepreneurial activities, there needs to be synergy between faculty members so that each component can run optimally according to their potential and competence [15]. At this stage, the P5 coordinator and facilitator made a table of analysis of the school's needs and carried capacity to determine the P5 theme to be implemented. After that, an analysis of the network or partners who can contribute as well as the facilities and infrastructure needed for the P5 program are carried out.

Changes to the emancipated curriculum require cooperation and commitment from all parties so that the expected character is firmly embedded in students [7]. Cooperation, interaction and active communication between the school and parents can influence the formation of the character profile of Pancasila students [5]. With this in mind, before starting the P5 activities, the socialization stage was carried out as a joint commitment of all school members to implement the P5 program. This is done to equate perceptions and shared commitment to the success of the P5 program at SMA Negeri 6 Kota Tangerang Selatan. Socialization is carried out jointly between students and facilitators as shown in the following figure.



Figure 3. Socialization of the P5 program at SMA Negeri 6 Kota Tangerang Selatan

The third stage is designing the dimensions, themes and time allocation for the P5 program. The P5 coordinator and facilitator designed a theme based on existing problems and the available resources in schools so that they could build the character of the students' Pancasila profile. From the results of the analysis in the second stage, the theme of entrepreneurship was determined as the second theme which would be implemented in the first semester of the 2022/2023 academic year. The theme of entrepreneurship is considered important by SMA Negeri 6 Kota Tangerang Selatan to be used as the theme for the P5 program. The sub-theme is building a creative and innovative culinary entrepreneurial spirit in youth. Through this project, students are expected to be able to develop and achieve specifically the three dimensions of the students' Pancasila profile, namely independence, creativity and mutual cooperation as shown in the following table.

Table 1. Dimensions, sub-elements and targets for achieving P5 on the theme of entrepreneurship

| Students' Pancasila profile | Sub-element | Achievement Targets in Final Phase |
|-----------------------------|--|---|
| Independent | Self-understanding and the situation at hand | Recognize the quality and self-interest as well as the challenges faced and develop self-reflection |
| | Self-regulation, self-control to achieve a certain goal | Emotional regulation, goal setting and strategic planning for self-development and achievement as well as having initiative and working emancipatedly, developing self-control and self-discipline, self-confidence, and adaptability |
| Creative | Generate original ideas | Generate various and appropriate ideas according to the needs of the community for an existing problem |
| | Produce original works and actions | Explore and express thoughts and feelings in a work |
| | Have the flexibility to think in finding alternative solutions to problems | Able to evaluate the actions and ideas that are already owned and determine their suitability with the needs of the general public |
| Cooperative | Collaboration | Cooperation and communication can achieve common goals, positive interdependence and social coordination |
| | Concern | Responsiveness to environment and social perception |
| | Share | Dividing roles, aligning actions in groups to create harmony, and openness in sharing in groups |

The fourth stage is the preparation of the P5 module. The P5 coordinator compiled a module with an entrepreneurial theme and later socialized it to the facilitator before it was implemented by students. The P5 module on the entrepreneurial theme is made like the following picture:



Figure 4. Module on Entrepreneurship Theme

The fifth stage is to design a P5 reporting strategy with an entrepreneurial theme. The following is a table of reporting stages carried out by students.

Table 2. Stages of P5 reporting on entrepreneurial themes

| |
|---|
| <p>Action Phase: Developing products from the results of ideas and implementation</p> <ul style="list-style-type: none"> ➤ Visualization: creativity. Exploring production alternatives and creating initial products ➤ Visualization: channel for promoting business ideas ➤ Evaluation: creative and innovative products |
| <p>Reflection and follow-up stage: The process of sharing business ideas, evaluation and reflection</p> <ul style="list-style-type: none"> ➤ Persuasion: Final day in the form of a creative and innovative culinary entrepreneur exhibition (<i>market day</i>) ➤ Persuasion: Compilation of reports ➤ Evaluation: the learning process in the project |

The following are some pictures of the reporting stages that have been carried out by students:



Figure 5. Making the initial product and ending with the exhibition (*market day*)



Consultation for making local wisdom essay and entrepreneurial ethics

Figure 6. Consultation for making essays and activity reports

After the five stages were carried out, unstructured interviews were conducted with the research subjects, namely P5 coordinators, facilitators and students as materials for evaluating P5 activities on the theme of entrepreneurship and improving P5 activities on the next theme. The P5 program with the theme of entrepreneurship which was carried out at SMA Negeri 6 Kota Tangerang Selatan went well so that students got benefit from this activity. The implementation of P5 program can achieve the desired goals in accordance with the character of the students' Pancasila profile .

There were several obstacles encountered during the process, namely the lack of communication between facilitators and the lack of understanding of the facilitator in understanding the modules that had been made so that it was necessary to have an equalization of perceptions in conveying each stage that students had to do and to be able to complete the given project. The presence of facilitators was sometimes not fulfilled during the implementation of P5 program due to the large number of classes which impacted the different information received by each class. It is necessary to have a common perception among all facilitators regarding process and outcome assessment techniques during the project. In addition, there are obstacles to students who have not played an active role in groups to complete projects and there are students who still have difficulty in finding creative and innovative ideas due to lack of facilitator guidance and limited time.

4. CONCLUSION

The implementation of P5 activities with the theme of entrepreneurship at SMA Negeri 6 Kota Tangerang Selatan was carried out in five stages according to the planning flow. The P5 activity with the theme of entrepreneurship as the second theme was carried out from September to December 2022. From the results of unstructured interviews which were carried out after the five stages were carried out, it was concluded that the P5 activity with the theme of entrepreneurship which was carried out at SMA Negeri 6 Kota Tangerang Selatan was going well. Students got benefit from P5 activities and can achieve the desired goals in accordance with the character of the students' Pancasila profile, namely independent, creative and cooperative. There were several obstacles encountered related to the facilitator and students during the activities.













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Some of the obstacles related to facilitators and students can be used as material for improvement for schools or for further research regarding P5 activities in schools in the implementation of the emancipated curriculum.

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BIOGRAPHIES OF AUTHORS

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|  | <p>Roslani Supinah    is a math teacher at SMA Negeri 6 Kota Tangerang Selatan Banten since 2011. She is a master candidate, Departemen of Mathematics Education, Graduate School, Universitas Muhammadiyah Prof. Dr. Hamka Jakarta. Her research focuses on mathematics education, ICT in mathematics education, model of teaching, and education. She can be contacted at email : roslani@sman6tangerangselatan.sch.id</p> |
|  | <p>Ishaq Nuriadin    is a lecturer at Universitas Muhammadiyah Prof. Dr. Hamka Jakarta. He received M.Pd and Dr degree ini education from Universitas Pendidikan Indonesia. His research focuses on educational philosophy, mathematics education, educational psychology, model of teaching, and education. He can be contacted at email : ishaq_nuriadin@uhamka.ac.id</p> |
|  | <p>Cucu Suryani    is a math teacher at SMP Negeri 1 Cigudeg Kabupaten Bogor Jawa Barat Since 2020. She is a master candidate, Departemen of Mathematics Education, Graduate Schoo, Universitas Muhammadiyah Prof.Dr. Hamka Jakarta. She is active in educational activities and educational research especially those related to the independent curriculum.She can be contacted at email : cucusuryani88@guru.smp.belajar.id</p> |