

Implementation Of The Project To Strengthen The Profile Of Pancasila Students (P5) To Grow The Entrepreneurial

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Abstract

This research aims to determine the effect of implementing the project for strengthening the profile of Pancasila student entrepreneurship themes in fostering students' entrepreneurial spirit. Effect of implementation the problem study is the extent to which the project strengthens the Pancasila student profile and fosters students' entrepreneurial spirit. This research examines the project for strengthening the Pancasila student profile, the entrepreneurship project for the growth of the entrepreneurial spirit, the method used is qualitative with literature and literature studies, theoretically and empirically analyzing the growth of the entrepreneurial spirit. This research also explains theoretical measuring factors for further research and describes, explains, and measures the growth of entrepreneurial spirit based on theoretical studies.

Keywords: Project for strengthening Pancasila student profiles, Entrepreneurial spirit development, Problem study, Theoretical and empirical analysis in education:

1. Introduction

Pancasila education is an important aspect in forming the character and personality of Indonesia's young generation. The values of Pancasila, which are the basis of the country, should not only be upheld but also deeply instilled in students' minds and behavior (Nugraha et al., 2023); (Pratiwi et al., 2021); (Ruslan, 2020);(Triani & Ain, 2023); (Wardana et al., 2021). However, in its development, challenges are often encountered in implementing Pancasila values in everyday life, especially among junior high school students.

State Junior High School 2 Tambun Utara realizes how crucial it is to strengthen the profile of Pancasila students (P5) in forming students' entrepreneurial spirit. Entrepreneurship is not only entrepreneurial ability, but also includes ethics, morals, and social awareness that are in line with the values of Pancasila. Therefore, the implementation of the "Strengthening Pancasila Student Profile (P5)" project is a progressive step taken by this school. (Adiningsih, 2022) ; (Makrifah et al., 2023) ; (Maruti et al., 2023) ; (Sulistiyaningrum & Fathurrahman, 2023).

This project aims to stimulate and develop the entrepreneurial spirit of students at State Junior High School 2 Tambun Utara through a deep understanding of Pancasila as a moral and ethical basis for entrepreneurship (Indah & Dewi, 2022); (Misnaini, 2018); (Prasetio et al, 2021); (Septian, 2020); (Yanto, 2017). By integrating Pancasila values in every aspect of education and school activities, it is hoped that students will be able to become agents of change who are intelligent, ethical, and care about their environment (Indah & Dewi, 2022).

In the initial stage of the project, an in-depth analysis of the school curriculum will be carried out. and the teaching approaches being implemented. Apart from that, the school will also collaborate with various parties, including local communities and business actors, to provide students with direct insight into the world of entrepreneurship. Strengthening the profile of Pancasila students will become a strong foundation for the formation of sustainable entrepreneurial character (Asiati and Hasanah, 2022); (Fajriansyah et al, 2023); (Kurniawaty et al, 2022); (Mery et al, 2022); et al, 2022).

Throughout this project, we hope to create students who are not only competent in academics, but also have a strong understanding of the importance of ethics and morals in the world of entrepreneurship. Thus, this project is not only about improving entrepreneurial skills but also developing an entrepreneurial spirit that is in line with the values of Pancasila, which is a valuable asset for the future of the Indonesian nation (Aryawan, 2019); (Asiati and Hasanah, 2022).

With strong determination and continuous collaboration, the "Strengthening the Profile of Pancasila Students (P5)" project at State Junior High School 2 Tambun Utara is expected to make a positive contribution in forming a young generation that is qualified, ethical, and capable of entrepreneurship for a better future (Adiningsih, 2022); (Makrifah et al., 2023);(Maruti et al., 2023); (Pratiwi et al., 2021); (Sulistiyaningrum & Fathurrahman, 2023).

The Pancasila Student Profile Strengthening Project opens up opportunities for students to learn in informal situations, with flexible learning structures, direct involvement in the surrounding environment, as well as interactive learning activities to strengthen the various skills and competencies that students have (Kemendikbudeistek, 2021). Judging from the Ministry of Education and Culture's plans which encourage the president's vision and mission in creating an advanced Indonesia that is independent, individualized, and sovereign.

Therefore, Pancasila Students are created who are expected to have creative reasoning, be independent, critical, devout, faithful, have global diversity, and always uphold cooperation. As is known, Pancasila is the philosophical view of the nation and the basis of the state which is reflected in the principles it contains (Ayub et al. 2023).

2. Literature Review

2.1 Theory

In the independent curriculum, students are required to be able to create a project. The project will enable students to develop their potential and skills in various fields. The Project for Strengthening the Profile of Pancasila Students (P5) is part of the implementation of the independent curriculum. Project activities are one form of P5 activity. P5 is implemented in two phases, namely conceptual and contextual. In these activities, students have freedom in learning, the structure of learning activities becomes flexible, and schools can divide their time according to their needs so that they become more effective and active because they can experience the surrounding conditions. This activity is expected to strengthen various abilities in Pancasila students (Rahmawati, N., A. Marini., 2022). Implementation of P5 is one of the implementations of differentiated learning, namely the process of matching interests to learning preferences, and students' willingness to achieve optimal learning outcomes (Marlina, 2019).

Differentiated learning should be planned as well as possible, following differentiated learning: a) studying the curriculum used to adapt it to the strengths and weaknesses of students; (b) meeting students' needs by implementing school plans and policies through adapting the curriculum and learning methods; (c) describes the role and duties of teachers to meet students' needs; (d) periodic review and evaluation of the implementation of school plans (Marlina, 2019, Faiz, Aiman., 2022).

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P5 is a superior program in the Independent Curriculum. P5 is here to realize the strengthening of the Pancasila Student Profile character for each student through project-based learning. P5 emerged when practitioners and educators realized that the educational process must be closely related to everyday life. This is also supported by Ki Hajar Dewantara's philosophy which states the importance of learning things outside the classroom so that students not only have knowledge but also experience it (Satria, et al., 2022). P5 is a place for students to learn, observe, and think about solutions to problems in the surrounding

environment (Hamzah et al., 2022). Through P5, students are encouraged to always contribute to the surrounding environment, and become lifelong students, competent, intelligent, and with character by the Pancasila Student Profile. Therefore, the implementation of P5 in every school must be realized.(Ulandari and Dwi 2023)(Ulandari and Dwi 2023)

2.2 Theory 2

The implementation of a project to strengthen the profile of Pancasila students (P5) with a primary focus on the "Growing the Entrepreneurial" aspect signifies a multifaceted approach to education and human resource development. In today's global landscape, the cultivation of entrepreneurial skills is of paramount importance, as it not only drives economic growth but also empowers individuals to become self-reliant, innovative, and adaptable in the face of dynamic challenges. Entrepreneurship, as a vital component of this initiative, plays a pivotal role in nurturing students' abilities to create opportunities, generate employment, and contribute to the socio-economic fabric of their communities (Wahyuni et al. 2022);(Kurniawan and Wijarnako, 2023); (Khairani, Ridha, and Amni, 2020); (Widiastuty, 2023).

Entrepreneurship education, within the context of strengthening the P5 profile, goes beyond traditional academic learning. It encompasses a comprehensive approach that integrates the fundamental principles of Pancasila, which include unity, justice, democracy, and social welfare. This integration aligns closely with the overarching goal of developing individuals who not only excel in the business world but also uphold moral and ethical values in their entrepreneurial endeavors (Boldureanu et al. 2020); (Ratten and Usmanij, 2021); (Walmsley and Wraae, 2022); (Blankesteijn, Bossink, and van der Sijde, 2021).

The "Growing the Entrepreneurial" aspect of the project involves equipping students with practical knowledge and skills relevant to entrepreneurship. These skills encompass a broad spectrum, including business planning, financial management, market analysis, marketing strategies, and innovation. The objective is to provide students with the tools necessary to initiate, manage, and scale their businesses. Through this, they become not just job-seekers but job creators, contributing to economic development, reducing unemployment, and fostering self-sufficiency.

Moreover, fostering entrepreneurship among Pancasila students instills a sense of innovation and adaptability, which are essential traits in a rapidly evolving business environment. In the age of technology and globalization, entrepreneurs must be willing to embrace change, take calculated risks, and continuously seek out innovative solutions. This mindset aligns with the dynamic spirit of Pancasila, as it encourages individuals to adapt and evolve while adhering to the core principles of unity, justice, and social welfare.

The integration of entrepreneurship into the P5 project emphasizes the importance of social responsibility and ethical conduct within the realm of business. Entrepreneurial success is not solely measured by financial gain but also by the positive impact on society and the environment. Students must understand the ethical implications of their actions, the significance of sustainable business practices, and the role they play in creating a just and equitable society. This alignment with Pancasila's principles fosters a sense of responsibility toward the welfare of the broader community.

Furthermore, growing the entrepreneurial skills of Pancasila students equips them with the ability to identify and address societal challenges through innovative solutions.

Entrepreneurship serves as a vehicle for addressing pressing issues, such as poverty, inequality, and environmental sustainability. By instilling a sense of social consciousness in aspiring entrepreneurs, this project aligns with the Pancasila principle of "Social Justice for All Indonesians," which translates to "Social Justice for All Indonesians."

In conclusion, the "Growing the Entrepreneurial" component of the project to strengthen the profile of Pancasila students (P5) is an essential endeavor in contemporary education. It integrates entrepreneurship education with the core principles of Pancasila, creating a framework that empowers students to not only thrive in the business world but also to uphold moral values, contribute to the welfare of society, and address complex challenges. This multifaceted approach sets the stage for a generation of entrepreneurs who are not only economically successful but also socially responsible, embodying the true spirit of Pancasila in their entrepreneurial pursuits (Triyawan and Sa'idah, 2022); (Irdhayanti, Ahmadi, and Mufrihah, 2022); (Nurhayati, Fajariana, and Setiadi, 2022); (Fawaid et al. 2022).

3. Materials and Methods

This article was written using a literature review approach in the form of a description of the theory, research findings, and findings obtained from various sources that were used as study material. Literature reviews can provide information about findings that are relevant to the research being conducted, link research with existing literature, and fill gaps in previous research. The author analyzes and examines the main points of changes in the independent curriculum from a pedagogical perspective to understand what pedagogical competencies teachers need to improve and deepen in implementing the independent curriculum.

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3.1 Design Study

The type of data used in this research is primary data. According to Sugiyono (2019:194) primary data is a data source that directly provides data to data collectors. Primary data collection techniques were obtained directly through filling out questionnaires by students who had taken part in the Project for Strengthening the Profile of Pancasila Students with the Entrepreneurship Theme at SMP Negeri 2 Tambun Utara. The questionnaire distributed is in the form of a Google Form with time to complete from October 24 to October 29 2023 until 15.00 WIB. The number of respondents collected was 220 respondents according to the specified sample size. According to Sugiyono (2019:146) the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The questionnaire distributed in this research used a Likert scale

3.2 Data Analysis

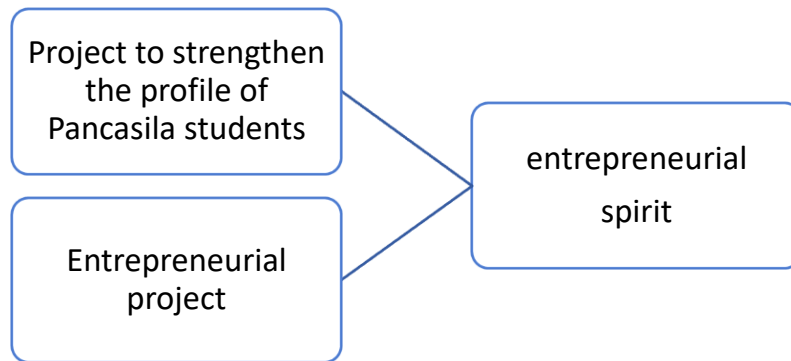


Table 1. Scientific articles

No	Researcher, year, journal	Title	Variable
1.	(Wahyuni et al. 2022)	Introduction to Entrepreneurship for Middle School Students	Character development, Entrepreneurial Interest, Entrepreneurial Spirit
2.	(Fitroni 2017)	Increasing Entrepreneurship Interest in Middle School Students Using the Scientific Sell Approach	Entrepreneurial interests, character development, skills development.
3.	(Widaryanti, Luhglatno, and Sumarsih 2021)	Entrepreneurship Mindset Formation Model for Generation Z in Pelita Nusantara I Vocational School Students, Semarang	Increasing entrepreneurship, entrepreneurial spirit, introduction to entrepreneurship,
4.	(Fawaid et al. 2022)	Entrepreneurial Intentions of Vocational Education Students in Indonesia: PLS-SEM Approach	Entrepreneurial Spirit, Self-development

4. Results

In implementing this project, we succeeded in achieving several significant results in strengthening the profile of Pancasila (P5) students to develop entrepreneurship among students. Here are some of the key results we obtained:

Increased entrepreneurship awareness. Through various workshops, seminars, and group discussions, we succeeded in increasing entrepreneurial awareness among Pancasila (P5) students. Most students now better understand the concept of entrepreneurship, business opportunities, and associated challenges.

Entrepreneurship skills development. We organize a series of practical training that engage students in designing business plans, product development, financial management, and skills relevant to the business world. As a result, many students now have better skills in aspects of entrepreneurship.

Increased motivation and interest. As a result of the integrated campaign and mentoring, we saw a significant increase in students' motivation to start their businesses. Many students have shown an active interest in creating their businesses and designing creative solutions to existing problems.

Collaboration and Networking. To facilitate entrepreneurial growth, we promote collaboration among students and various stakeholders in the business world. This helps students build valuable networks and access resources that support their business development.

Improved academic achievement. There is evidence that the project also had a positive impact on students' academic performance. Students who are involved in entrepreneurial activities tend to be more focused and enthusiastic about their studies. Through this project, Pancasila students (P5) have experienced positive developments in terms of entrepreneurship. This is an important first step towards creating a generation of creative, bold, and future-looking business leaders.

5. Discussion

The results of this project illustrate the positive impact of stimulating entrepreneurial interest and ability among Pancasila students (P5). This discussion will discuss implications and suggestions for the next steps. Results document that increased awareness of entrepreneurship among students underscores the importance of supporting entrepreneurship education in the curriculum. Thus, it is necessary to consider integrating entrepreneurship subjects more thoroughly. In addition, the observed development of entrepreneurial skills provides a strong basis for increasing students' competitiveness in the business world. Therefore, it is important to continue providing relevant practical training.

Increasing student interest and motivation for entrepreneurship is a positive indication, but it is important to ensure that this motivation is translated into concrete action. Initiatives such as school business incubator programs can help students go further in developing their businesses. Collaboration with business stakeholders is a key factor in facilitating the development of competitive entrepreneurship. Creating close partnerships with the local business world will give students access to valuable industry insights. The next steps should include measuring the long-term impact of the project, with a focus on students' business development after graduation. Ongoing evaluation will help in identifying areas where the project can be improved.

Additionally, it is important to encourage students to understand and address social and environmental challenges in their business context. Education about responsible business can

prepare students to contribute to sustainable social and environmental solutions. Continuous support and mentorship are also needed to help graduates run their businesses and face changes in the dynamic business world. Evaluations will be an important tool to measure the success of this project and evaluate the impact and sustainability of the measures that have been implemented

6. Conclusions, Implications, and Recommendations

This project concludes that this project succeeded in illustrating a positive impact in stimulating interest and entrepreneurial abilities among Pancasila students (P5). This emphasizes the importance of supporting entrepreneurship education in the curriculum in a better and more integrated manner. In addition, the observed development of entrepreneurial skills provides a strong basis for increasing students' competitiveness in the business world. Therefore, it is important to continue providing relevant practical training.

This project recommends that it is necessary to ensure that student's interest and motivation for entrepreneurship are translated into concrete action. School business incubator programs can help students develop their businesses further. Collaboration with business stakeholders is a key factor in facilitating the development of competitive entrepreneurship. Close collaboration with the local business world will give students access to valuable industry insights. The next steps should include measuring the long-term impact of the project, with a focus on students' business development after graduation. Ongoing evaluation will help identify areas where this project can be improved.

Additionally, it is important to encourage students to understand and address social and environmental challenges in their business contexts. Education about responsible business can prepare students to contribute to sustainable social and environmental solutions. Ongoing support and guidance are also needed to help graduates run their businesses and face changes in the dynamic business world. Evaluation will be an important tool to measure the success of this project and evaluate the impact and sustainability of the actions that have been implemented.

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