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Implementation of P5 Entrepreneurship Theme in Forming Independent Character in Poboya State Elementary School

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ABSTRACT

Strengthening character education is an important aspect of national education development, which aims to form the next generation of the nation with integrity and national insight. One of the real efforts in realizing this is through the implementation of Pancasila values in the school environment. This article discusses the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship at SD Negeri Poboya as an example of good practice in shaping students' independent character. This research uses a descriptive qualitative approach to explore the implementation process, challenges, as well as the impact of the project on students' character.

The results showed that P5 at SD Negeri Poboya was able to make a significant contribution in strengthening students' character, especially in terms of independence and responsibility. However, the successful implementation of this project can still be improved through stronger synergy between the school, parents and external partners. Program sustainability and joint commitment from all stakeholders are key factors in making P5 an inspiring character education model that can be replicated in other schools in Indonesia.

INTRODUCTION

Indonesia, as a state of law, upholds principles based on noble values, identity, and character in accordance with Pancasila, a state philosophy that has been the Foundation of the State since its birth on June 1, 1945 (Wirawan, 2022). Pancasila, or better known as the Basic Philosophy of the Unitary State of the Republic of Indonesia, is also referred to as Filosofische grondslag (Rahmayani et al., 2022). In this context, ideology is considered equivalent to a *way of life* and the basic philosophy of a country whose truth is believed (Rahmianti & Isnani, 2023). Pancasila is not just a set of principles, but a philosophical foundation that guides the life of the nation and state. The principles in Pancasila do not just appear out of nowhere, but are sourced from the culture and experience of the Indonesian people as a whole.

Pancasila is not only a legal guide, but also reflects the identity and character of the nation formed from its historical journey. Understanding that the principles of Pancasila are rooted in the culture and experience of the Indonesian nation as a whole, we can recognize that it is not just a legal norm, but also a mirror of the nation's collective journey. Pancasila serves as a means to answer fundamental questions about the nature of life and existence, rooted in the culture and historical journey that shapes who Indonesia is. Pancasila, as Indonesia's state ideology, is articulated as an open concept (Rahmianti & Isnani, 2023) . This means that Pancasila cannot be changed arbitrarily just because of developments that occur in society. According to the philosophical view of Pancasila, the principle of kinship is the main pillar that reflects the views, attitudes, and lifestyle of the Indonesian people (Wirawan, 2022) .

Education in Indonesia is directed at developing the potential of students to become individuals who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens. So, education is expected to be able to attract the attention of all levels of society, so the education system in Indonesia must refer to the importance of education based on human life needs (Evayanti et al., 2024) . The implementation of Pancasila values in educational institutions is a benchmark for the successful implementation of these values, believed by all Indonesian people (Kartini & Dewi, 2020) . The values of Pancasila live and develop in accordance with the diversity of Indonesian society (Sulianti et al., 2020) . Pancasila education, in the daily context, has a positive impact on society by encouraging the observance and application of Pancasila values in religion, giving opinions, and other aspects, such as character education (Sianturi & Dewi, 2021)

Minister of Education, Culture, Research and Technology Regulation No. 56 of 2022 officially implements the Merdeka Curriculum at the primary and secondary school levels (Ulandari & Dwi, 2023) . This change is motivated by the impact of *learning loss* that arises from distance learning. The Merdeka Curriculum is implemented by choosing project-based learning as the main option, which is considered to support learning recovery and character development in accordance with the Pancasila Learner Profile (Rachmawati et al., 2022) . The Pancasila Learner Profile is the focus of efforts to improve the quality of education in Indonesia, with an emphasis on student character building (Rachmawati et al., 2022) . The Merdeka Curriculum, as a manifestation of this effort, has a specific goal in developing character through the concept of the Pancasila Learner Profile (Ulandari & Dwi, 2023) . The curriculum not only functions as a means to deliver subject matter, but also as a tool to shape the attitudes, values, and character of students (Adda et al., 2022) . The choice of project-based learning in this curriculum is considered an effective strategy in facilitating learning recovery and character development. The concept of Pancasila Learner Profile guides the design of learning methods that can encourage students to develop holistically in accordance with the values of Pancasila (Rachmawati et al., 2022) .

Strengthening the Pancasila learner profile focuses on instilling character and abilities in everyday life instilled in individual students through school culture, intracurricular, extracurricular and co-curricular learning, namely project learning (Susilawati et al., 2023) . The Pancasila Learner Profile Strengthening Project activity is aimed at strengthening efforts to achieve the Pancasila learner profile which refers to the Graduate Competency Standards. The Pancasila learner profile does not only focus on cognitive abilities, but also attitudes and behaviors according to their identity as Indonesians and citizens of the world (Fitriya & Latif, 2022) . The project to strengthen the Pancasila learner profile is a significant novelty in the Merdeka Curriculum because previously

project-based learning was not regulated by the government but relied on teacher initiative to use the approach.

The Pancasila Learner Profile Strengthening Project will be carried out optimally if students, educators, and the education unit environment as the main components of learning can optimize their roles. Learners act as learning subjects who are expected to be actively involved in the entire series of activities, educators act as learning facilitators who are expected to help students optimize their learning process, while the education unit environment acts as a supporter of the implementation of activities that are expected to sponsor the provision of facilities and a conducive learning environment. Strengthening the Pancasila learner profile project is expected to be an optimal means of encouraging students to become lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila.

The implementation of P5 at SD Negeri Poboya was attended by all grade students. With the theme "Entrepreneurship", all students will sell the merchandise that has been made with their classmates. P5 activities are not only filled with children's selling activities, but are filled with a series of activities to instill love for the country such as parades, regional dances, singing national and regional songs, and the introduction of regional specialties that students will sell. The purpose of this study is to describe a series of activities of the Pancasila Student Profile Strengthening Project at SD Negeri Poboya.

METHOD

The research method used in this research is descriptive qualitative method, which is an approach to a proposal in research, process, hypothesis, and carried out with field activities in order to obtain relevant data, analyze the data obtained and provide conclusions from the data obtained (Neuman, 2014) . In this study, researchers will describe a series of activities of the Pancasila Student Profile Strengthening Project at Poboya State Elementary School. The research was conducted at SD Negeri Poboya. The data sources in this study are the results of the analysis of student needs and interviews with the principal. The subjects in this study were students consisting of 8 students in grades 3, 4, 5, and 6. Data collection was carried out using several techniques, namely; (a) observation; (b) interviews; and (c) field notes. The research data analysis used during data collection took place through several steps, namely: a) data reduction, the researcher summarizes the data from observation interviews and questionnaires to obtain some basic information, b) presentation of information, comparing the information obtained after reducing the material in such a way that the information can be easily understood by the researcher, c) drawing conclusions, namely the researcher obtains the information collected from the notes collected to verify it.

RESULTS AND DISCUSSION

Project Planning for Strengthening the Pancasila Learner Profile (P5) at Poboya State Elementary School

SD Negeri Poboya follows the independent curriculum for its students. With the implementation of the Merdeka Curriculum for students in grades 1 to 6, there are changes related to learning at school. Through differentiated learning, it leads students to become what is expected by educational ideals, which of course adjusts to the fulfillment of students' learning needs in accordance with their psychological and sociological (Kurniawaty et al., 2022) ... Principals,

teachers, and students welcomed the curriculum changes at SD Negeri Poboya with great enthusiasm. The Pancasila Learner Profile Strengthening Project was planned since the beginning of semester 1. Based on the results of interviews, information was obtained that:

"Of course, we at SD Negeri Poboya have adopted the Merdeka Curriculum for students from Grade 1 to Grade 6. With Merdeka Curriculum, we implement differentiated learning to meet students' learning needs according to their psychological and sociological needs, as expected by the ideals of education. This is an important adaptation in the learning process." – Interview with the Head of SDN Poboya, 2023.

Planning for the Pancasila Student Profile Strengthening Project starts from forming a team of Facilitators, then identifying the level of school readiness, designing theme dimensions and implementation time, compiling project modules, and designing project result reporting strategies. Starting in early July 2023, the Facilitator Team that has been formed by the Principal conducts coordination meetings regarding what will be done during P5. Based on an interview with the Head of SD Negeri Poboya, the results of the P5 committee were obtained. After the formation of the facilitator team, every week the facilitator team gathers to discuss the program and the development of P5 every P5 hour. Because P5 is held periodically, it requires careful preparation. The first thing discussed is determining the theme with the considerations that researchers have explained. The implementation time is also discussed in the coordination meeting. The implementation of P5 in every hour with a predetermined theme, namely "Entrepreneurship". Based on the results of the interview, information was obtained that:

"The Pancasila Student Profile Strengthening Project is our initiative to strengthen students' character education. We have started the steps to implement it since the beginning of the semester, and we are excited about this change. Project planning began with the formation of a team of facilitators, handpicked by me as principal. They were then responsible for designing, implementing and reporting on the results of the project. Every week, they gather to discuss the progress of the project and determine the theme and timing." – Interview with the Head of SDN Poboya, 2023.

"The theme we chose is "Entrepreneurship." We believe that entrepreneurship brings great benefits in developing students' character and encouraging the implementation of Pancasila values. Students are given a program during P5 hours to produce products that have selling value, in accordance with the theme that has been set. They are also involved in selling bazaar activities, where they learn about the types of traditional food and skills to make drinks for sale." – Interview with the Head of SDN Poboya, 2023.

With the theme "Entrepreneurship", the teacher provides a program for students during P5 hours to produce products that have a selling value according to school conditions. According to Arifudin et al. (2023), entrepreneurship involves creative and innovative abilities in recognizing opportunities, as well as readiness to accept input and positive changes that can encourage business growth. Entrepreneurship encourages the implementation of the Pancasila Student Profile Strengthening Profile in students. The culmination of the Pancasila Learner Profile Strengthening

Profile activities at SD Negeri Poboya is holding a student selling bazaar. Student merchandise is purchased by other class students. In addition to students learning to sell, students also learn to know the types of traditional foods that are good for health. The activity also teaches to preserve traditional foods that students rarely know. Students are also given training in making drinks so that later at the peak of P5 students can mix their own drinks to be sold without the help of the class teacher.

Implementation of the Project on Strengthening the Profile of Pancasila Students (P5) at SD Negeri Poboya

The peak implementation of the Pancasila Student Profile Strengthening Project is in conjunction with the Commemoration of Indonesian Independence Day on August 16, 2023 in the yard of SD Negeri Poboya. The determination of the implementation time is based on the consideration that it coincides with the school's agenda so that it is more festive. In addition, during the commemoration of Indonesian Independence Day at SD Negeri Poboya there is a series of commemorations of Indonesian Independence Day consisting of performances of students dancing and competitions between classes of all students at SD Negeri Poboya. Based on the results of the interview, information was obtained that:

"Students have prepared everything well, including entrepreneurship training, making promotional materials, and preparing merchandise. I am very proud to see the spirit and enthusiasm of the students during the implementation of P5. Despite the hot weather and many buyers, they persevered and completed their tasks well. This is a valuable experience for them in developing their entrepreneurial spirit and responsibility." – Interview with the Head of SDN Poboya, 2023.

With clothes with the theme of archipelago customs and heroism, it also increases students' love for the homeland, Indonesia. The peak of the Pancasila Student Profile Strengthening Project (P5) with the theme "Entrepreneurship" was held on Wednesday, August 16, 2023 at SD Negeri Poboya to welcome Indonesia's independence day. P5 was held at SD Negeri Poboya as part of the preparatory structure for the implementation of the Merdeka Curriculum. P5 is an event to increase the spirit of Pancasila through activities that have been designed according to school needs. The peak of P5 is a series of festivities and work titles for the implementation of each activity carried out during the project class (Projek P5). All students have prepared all preparations for the implementation of the P5 peak, starting from entrepreneurship training, making MMT, promotional flyers, selling lists, and all preparations that have been explained in the planning section.

With weekly implementation, which is precisely on every Saturday before extracurricular activities are carried out. Therefore, the researcher intends to take part in this implementation, especially in semester 1, namely on the theme of Entrepreneurship. P5 activities can increase students' entrepreneurial spirit and become one of the valuable experiences for students. Based on interviews with several students, it was found that students were very enthusiastic about the implementation of P5. Although students' energy was drained because there were too many buyers and the weather was very hot, students were satisfied that their merchandise was sold out. Even though students have to be dizzy with the large number of buyers, students are very happy with the first experience of being a seller and success.

Evaluation of the Project on Strengthening the Profile of Pancasila Students (P5) at Poboya State Elementary School

Evaluation is a process of activities ranging from collecting information, determining criteria, forming judgments and drawing conclusions and making decisions on the implementation of information (Yuliasuti et al., 2022) . Evaluation is carried out to assess a program or activity that has been carried out so that further action can be taken so that a program or activity can be carried out even better. Evaluation is very important, including in every program in schools. Evaluation is also carried out by the Pancasila Student Profile Strengthening Project facilitator team so that in the next semester P5 activities can be carried out even better. Evaluation of the principal of SD Negeri Poboya. Based on the results of the interview, information was obtained that:

"Evaluation is conducted to assess the extent to which the P5 program has been implemented well and to identify things that need to be improved or enhanced in the future." –Interview with the Head of SDN Poboya, 2023.

"The evaluation of the P5 program focuses on the achievement of graduate competency standards in character development in accordance with the values of Pancasila. We also pay attention to the collaboration between entrepreneurship activities and other subjects, which shapes students' critical and creative thinking processes." – Interview with the Head of SDN Poboya, 2023.

Evaluation is carried out to assess the P5 program that has been implemented regarding things that still need to be improved and those that must be maintained. Based on the Pancasila Learner Profile Strengthening Project Development Guideline, things that must be considered in evaluating the implementation of P5 are comprehensive, focus on the process not just the end result, adjusted to the education unit, use assessment to get a comprehensive picture not just at the end of the project, and involve students in the evaluation. After conducting the evaluation, the facilitator team determines the follow-up that must be done. Entrepreneurship activities through collaboration with other subjects will form a critical thinking process and creative thinking to see things from various scientific perspectives (Ayub et al., 2023) . Based on the results of the interview, information was obtained that:

"After conducting the evaluation, the facilitator team determines the follow-up actions to be taken, including establishing cooperation with parties outside the school and involving the school environment in continuing the actions and good practices that have been carried out." – Interview with the Head of SDN Poboya, 2023.

Entrepreneurship learning is a science that includes attitudes, behaviors, and abilities in order to overcome various problems or obstacles that may arise during one's life (Solissa et al., 2023) . The Pancasila Student Profile has a Competency Formulation that focuses on achieving the competency standards of graduates at each level of the education unit in terms of character development in accordance with the values of Pancasila. Things that must be considered in the

follow-up to the implementation of P5 are establishing cooperation with parties outside the school, inviting the school environment to continue good actions and practices.

The Pancasila Student Profile Strengthening Project at SD Negeri Poboya is a good example of the school's efforts to strengthen students' character education through Pancasila values-based learning. With careful planning, implementation and evaluation, this project is able to provide meaningful learning experiences and shape the character of students who are resilient and insightful. Hopefully, the success of this project can inspire other schools in their efforts to strengthen character education in Indonesia.

The planning of the P5 project at SD Negeri Poboya started with the formation of a team of facilitators who were directly selected by the school principal. This early stage shows the importance of good coordination in planning and implementing the project. The facilitator team has also been responsible for various aspects of project planning, from determining the theme to designing a strategy for reporting results. The implementation of the P5 project has also been conducted in a regular and structured manner. In addition, follow-up evaluations were conducted to ensure the sustainability and improvement of future projects. Through collaboration with parties outside the school and involving the school environment, it can continue to grow and have a positive impact on students.

CONCLUSION

The Strengthening the Profile of Pancasila Students (P5) project at SD Negeri Poboya is a successful initiative in strengthening students' character education through the implementation of Pancasila values. Careful project planning is the key to the successful implementation of P5. The implementation of the P5 project showed a high level of enthusiasm from all parties involved. The evaluation of the P5 project was thorough and focused on the achievement of graduate competency standards and the implementation of Pancasila values. Follow-up of the evaluation, such as establishing cooperation with parties outside the school and involving the school environment in continuing good practices, are important steps in ensuring the sustainability and improvement of the project in the future.

However, there are several aspects that need to be considered to improve the success of this project in the future. One of them is to strengthen cooperation with parties outside the school, such as the business world and the community, in order to expand the reach and impact of this program. In addition, it is also necessary to continue to improve and develop innovative learning strategies so that the project remains relevant and effective in facing future challenges. With continuity and strong commitment from all relevant parties, the Pancasila Learner Profile Strengthening Project at SD Negeri Poboya can be an inspiring example for other schools in an effort to strengthen character education and produce a generation that is resilient, insightful, and has integrity. Hopefully, the success of this project can continue to grow and provide great benefits for the future of education in Indonesia.

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