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Implementation of The Pancasila Student (P5) Profile Strengthening Project in Forming Students' Entrepreneurial Character at Poboya State Primary School

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ABSTRACT

The Project to Strengthen the Pancasila Profile (P5) is an educational initiative that aims to introduce the concept of entrepreneurship to students. This article aims to fill the knowledge gap and contribute to understanding how P5 can effectively shape the entrepreneurial character of students in primary schools. The type of research used in this research is qualitative research methods. The research location that the researcher used as the object of this research was SD Negeri Poboya, located at Jl. Pue Salanga No. 36, Poboya District. Mantikulore, Palu city, Central Sulawesi. Data collection techniques in this research were through observation and interviews. The data source for this research is the driving teacher at Poboya State Elementary School. The research results show that P5 has a significant influence on forming the entrepreneurial spirit of students. The role of P5 in education is very supportive in forming students' entrepreneurial character. With a long duration of 7 hours a day, students can express their entrepreneurial abilities.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state regarding the system. National Education (Indonesia, 2003). Education is also a key factor in creating a capable and competitive generation. In Indonesia's education context, there are ongoing efforts to improve the quality of learning and develop students who are independent

and able to face future challenges. One of the latest efforts is to develop an independent P5 curriculum.

The independent P5 curriculum with the theme of entrepreneurship is a teaching method that was initiated with the aim of encouraging students' independent learning at the elementary school (SD) level. This method encourages the development of students' independence; they seek initiative in searching for learning materials, managing time, and solving problems independently. With the entrepreneurship theme, students can develop initiative, the courage to take risks, creativity, and responsibility.

Entrepreneurial character is a characteristic or form of character, pattern of behavior, or unique signs inherent in every entrepreneur managing his business to achieve the expected goals (Sinaga et al., 2017). The characteristics and character of entrepreneurship must be self-confidence and optimism, result-oriented, daring to take risks and have challenges, a leadership spirit that adapts quickly to other people, open to suggestions and criticism, innovative, creative, flexible, and future-oriented. Meanwhile, according to (Iffan et al., 2023), entrepreneurial motivation and entrepreneurial intention are the main determinants of success factors in entrepreneurial success. According to Suryana and Bayu (2015), an entrepreneur's characteristics are creating a new business by taking risks and uncertainty to achieve profit and growth by identifying significant opportunities and combining the necessary resources so that these resources can be capitalized.

The Project aims to strengthen the Pancasila profile (P5) in general interdisciplinary learning by observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila student profile. According to Satria et al. (2022) The Pancasila or P5 profile strengthening Project is one means of achieving the Pancasila learning profile by providing opportunities for students to "understand knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment.

Through the Project to strengthen the Pancasila profile (P5) with the theme of entrepreneurship, it is hoped that it can shape the entrepreneurial spirit and character of students so that it can increase students' interests, aspirations, and learning achievements. It can also increase student participation in school (idayat et al., 2018). According to Pinayani, (2005) entrepreneurial learning aims to create opportunities and face challenges. Implementing the Project to strengthen the profile of Pancasila Students (P5) is carried out flexibly in terms of content, activities, and implementation time. This Project is designed separately from the core curriculum. This Project to strengthen the profile of Pancasila has begun to be implemented within the scope of formal education levels. Using the independent P5 curriculum with the theme of entrepreneurship, it is hoped that it can encourage independent learning for students at the Poboya State elementary school level.

The relevance of entrepreneurship to future needs is very important in the context of education in elementary schools, especially at SD Negeri Poboya. In an increasingly complex and global era, entrepreneurial skills are the key to competing and adapting. Society needs individuals who are not only skilled in academics but also have entrepreneurial skills to create opportunities and face challenges.

Through entrepreneurship learning, students can develop innovative and adaptive strategic thinking skills to help them succeed in work and society. Based on observations by researchers at SD Negeri Poboya, the Project to strengthen the Pancasila profile (P5) has been implemented through the theme of entrepreneurship. Thus, it is hoped that the results of this research will provide information and input for operational management working groups at school, city/district,

provincial, and central levels in cultivating an entrepreneurial spirit through projects to strengthen the profile of Pancasila students.

RESEARCH METHOD

The type of research used in this research is qualitative research methods. The research location the researcher used as the object of this research was SD Negeri Poboya, located at Jl. Pue Salanga No. 36, Poboya District. Mantikulore, Palu city, Central Sulawesi. Data collection techniques in this research were through observation and interviews. The data source for this research is the driving teacher at Poboya State Elementary School. In the first stage, the researcher carried out observations that were directly involved with activities to strengthen the Pancasila student profile project on the object being observed, and in the second stage, the researcher used unstructured or semi-structured interviews.

RESULTS AND DISCUSSION

Describe the Influence of P5 on Students' Entrepreneurial Character

This Project to strengthen the Pancasila profile, abbreviated as P5, provides new experiences for teachers and students to build an atmosphere of formal, permanent, and interactive learning activities. To improve various abilities and skills of students. Students participate directly in their environment, so this Project leaves behind the popularity of P5 in developing the learning activities carried out (Asiati & Hasanah, 2022).

The Merdeka Curriculum was implemented at the beginning of 2021 at Poboya State Elementary School. The Project to strengthen the profile of Pancasila students (P5) began to be implemented in the second year and was divided into two stages. The first stage was implemented in classes I and VI. The second was implemented in classes II and V. As time went by, the development of the Project to strengthen the profession of Pancasila teachers (P5) experienced excellent development; where when it was implemented in early 2021 teachers -teachers still felt confused about the flow of the independent curriculum and the Project to strengthen the profession of Pancasila teachers (P5) itself. Many teachers must learn how to apply the P5 independent curriculum to student report cards. As time went by, and with various efforts made, teachers finally began to understand the flow of P5 and how to implement it with students. At the beginning of the third year of implementing P5 in grades III and VII, the independent curriculum was implemented at Poboya State Elementary School, using P5 report cards based on the independent curriculum.

The first stages of the Project to strengthen the Pancasila teaching profession (P5) at Poboya State Elementary School were the introduction stage, followed by initial planning, and then carrying out entrepreneurship. In the entrepreneurship theme, students are divided into phases: Phase A, students sell green bean ice, fruit ice, and kul-kul ice; Phase B, students make moringa leaf chips; and Phase C, students make Carrabba drinks or herbal drinks. To shape students' character in entrepreneurship, students must know the techniques used in selling a product. The techniques used in this entrepreneurship are marketing or promoting techniques. In line with the promotional techniques used, Laksana Wood (2018) believes that promotion is communication between sellers and buyers that comes from the correct information which aims to change the attitudes and behavior of buyers who previously did not know them, become familiar so they become buyers and still remember the product. Rohaeni in Arieca (2002) said that promotion is essential in introducing a product and also attracting consumers' interest in buying the product. Every student from phase A to phase C is allowed to promote the products they sell, for example, by saying, "Hello, we from phase A are selling ice kulkul; the price is cheap, only 2000 rupiah. If you are interested, please come to our sales place." Likewise, phases B and C both promote their sales. When promoting their sales, without realizing it, students have formed an entrepreneurial character, capable of entrepreneurship and able to become good marketers in marketing the products they sell. From

this, the independent curriculum brings further progress in education, forms an independent spirit in students, and directs students in a much better direction. Therefore, it can get for Strengthening the Pancasila Profile (P5) dramatically influences the entrepreneurial character of students at Ngeri Poboya Elementary School.

Describe the Role of P5 in Shaping Students' Entrepreneurial Character

Efforts to implement the Project to strengthen the Pancasila profile (P5) are carried out separately from the existing internal curriculum. The objectives of project-based learning activities and content are not necessarily tied to the extracurricular learning materials or objectives that already exist at school. Project-based classroom learning aims to achieve learning outcomes that the government has designed. Meanwhile, project-based learning activities in P5 activities aim to increase the competency profile of students related to Pancasila. Organizing projects to increase students' visibility regarding Pancasila is a good idea because allocating individual time can allow teachers to plan more creative projects based on existing options. This certainly creates a new learning atmosphere in Indonesian education today (Rachmawati et al., 2022).

The Project to Strengthen the Pancasila profile (P5) certainly has a constructive role in shaping the entrepreneurial character of students because in implementing P5, a time slot of 7 hours a day is given, with a long duration of time so that the Project can run well and students can easily create whatever they want. The implementation of entrepreneurship certainly has obstacles in developing students' character, but these obstacles are felt by students who do not desire to become entrepreneurs. As time goes by, students can carry out project activities to strengthen the Pancasila profile (P5) with the theme of entrepreneurship, thanks to the encouragement of students' creative and innovative thinking in forming an entrepreneurial character. This, of course, depends on whether the students are motivated to implement it or not, because basically because P5 is formed in each group, each group of students is encouraged to be fully active in implementing the entire series of P5 that has been mutually agreed upon, for example starting from providing materials, in working or mix the food and drinks they make then they market and promote.

CONCLUSION

Implementing the P5 project emphasizes Pancasila values as the basis of education. The Pancasila values are then explained, including creativity, critical thinking, independence, and cooperation. Implementing the P5 project curriculum in co-curricular activities can foster entrepreneurial values and students' interest in entrepreneurship, not only by transferring theoretical knowledge. The entrepreneurship theme in the independent curriculum, when applied in the implementation of P5, can increase values in accordance with the independent curriculum and generate interest in entrepreneurship for students. This interest is encouraged through several means, such as support from the environment, encouragement from teachers and friends, and children's innate interest in entrepreneurship.

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