

Implementation of The Strengthening Pancasila Student Profile Project Through Entrepreneurship

Hera Kurniati^{1*}, Disman²

^{1,2} Universitas Pendidikan Indonesia, Bandung, Indonesia

*herak.2107@upi.edu¹, disman@upi.edu²

Abstract. Pancasila Student Profile is a concept developed in the education curriculum in Indonesia to shape student character and competence. Entrepreneurship is a program aimed at developing student character. Within the scope of education, students must always be directed to change themselves through a creative and innovative spirit through quality superior programs. At the elementary school level, this concept becomes important in applying entrepreneurship to create superior competitive people. This research aims to implement and strengthen the Pancasila Student Profile Project through the theme of entrepreneurship in schools. This project is expected to develop character, and skills and instill an entrepreneurial spirit in students. The research subjects were carried out on fifth-grade students at one of the Bandung City State Elementary Schools with 27 students. The method used is a qualitative approach with data collection techniques in the form of interviews and observations. The research results show that the implementation of the project to strengthen the profile of Pancasila students through the theme of entrepreneurship can encourage students to be creative, and foster a leadership spirit and entrepreneurial spirit. Apart from that, students also show a better understanding of Pancasila values in the context of everyday life. Thus, this project not only contributes to the development of entrepreneurial competence but also strengthens national identity and character among the younger generation. This research recommends implementing similar methods in various schools to support sustainable character education.

Keywords: The project to strengthen the Pancasila Student Profile, Entrepreneurship.

How to Cite: Kurniati, H., & Disman. (2025). Implementation of the strengthening Pancasila student profile project through entrepreneurship. *The 7th International Conference on Elementary Education*, 7(1), 334-344.

INTRODUCTION

Learning at school moment This develop holistic and contextual learning, so learning become more meaningful and useful for student. In realizing matter the there is use Merdeka curriculum where there are two structures in activity main his learning that is learning intracurricular and co-curricular. Co-curricular programs This based on project or called with Project Strengthening Profile Pancasila Students, abbreviated become P5. activities This aiming For hone interest and talent participant educate, develop A competence participant educate, and prepare participant educate For face Industrial Revolution 4.0 In Life Industrial revolution 4.0 is here Lots necessary skills developed For face A challenges, one of which is own ability entrepreneurship or called with *entrepreneur*. A *Entrepreneurs* in the Industry 4.0 era are expected own a number of competence important For can manage business with success. Some among them is understand dynamics marketing, marketing strategy, and various online business.

Project Strengthening Profile Pancasila students are implemented in schools with hope can Motivate participant educate in grow soul entrepreneurship. In field activities entrepreneurship often interpreted as as businessman but in reality, entrepreneurship can also interpreted as A attitudes and abilities that can create something new become a something of value as well as useful. According to (Ardiansyah, Basri, and Irmawati 2022) Entrepreneurship

refers to the nature, character and characteristics inherent in the individual who has it will hard For realize and develop idea creative and innovative owned to in valuable activities. In implementation project strengthening profile Pancasila students are implemented outside of class hours with allocation time 252-224 hours Project Per Year. In its implementation participant educate play a role as expected subject can involved in a way active. While the teacher plays a role as expected facilitator can help participant educate in the learning process.

In the implementation of project there are number of stages that is planning project, compilation project, compilation project, implementation project, presentation results project, evaluation and assessment, and finally act carry on implementation the can done with different themes one of them with theme entrepreneurship. According to (Saragih, 2017) entrepreneurship is ability creative and innovative, observant see opportunities, and always open to every input and changes positive that can bring a business For Keep going grow and develop. Entrepreneurship education need developed since early, thing This Enough reason so that Indonesia can print generation ready successor with challenge economy in the future. Education is the " *agent of change* " that is expected capable to plant characteristics, traits and nature as well as soul entrepreneurship or soul *entrepreneurship* for participant educate. With carry out activity entrepreneurship can give Lots benefits, such as hone creativity and trust self participant educate, besides naturally beneficial for introduce profession entrepreneurship. This is also in line with results study Kardiana (2019) stated that existence The influence of entrepreneurship education to trust self participant educate. Therefore, that required sharpening understanding entrepreneurship, one of which is pass sharpening activities creativity and level think participant educate.

Through activity introduction entrepreneurship since early is one of effort sharpen understanding entrepreneurship. How to invite participant educate for interested businessman can influenced by several factors, namely will, interest, environment family and environment school. Environment school be one of factor affecting participant educate for entrepreneurship so from That in learning in the environment school can utilise chance This with teach businessman to participant educate. Related with introduction entrepreneurship in participants educate, education entrepreneurship can push quality personality that develops soul entrepreneurship, which will beneficial later for work they later. Condition in the field at the time This Still Lots very

Implementation moment This about entrepreneurship there is number of Elementary School that has carry out activity entrepreneurship although not yet fully evenly. Currently entrepreneurship Already introduced to participant educate through with various activity No only on learning intracurricular one of them with learning co-curricular or extracurricular

activities that are carried out in the environment school . (Rahmani et al. 2023) one the school he researched has apply curriculum independent Where can push soul entrepreneurship through Project Strengthening Profile Pancasila students with Entrepreneurship theme. This is happen because teachers play a role as facilitator, while student play a role active in activity project. This is result in improvement innovation, motivation for contribute active, creativity, and expression for presenting students' ideas through actions that can be give impact Good for students

In the activity co-curricular in the form of project strengthening profile Pancasila students are one of them with theme entrepreneurship be one of alternative for apply soul entrepreneurship in participants educate. With existence project strengthening profile Pancasila students at the level school base P5 activities have been implemented. Some things learned by participants educate that is like money management, the importance Work hard as well as grow A innovative in open business little done by the participants educate at school in realize open business small like existence implementation of “*market day*”. There is a number of benefit from project strengthening profile Pancasila students (P5) namely: 1) building character student like mark nationality, mutual cooperation, justice and honesty. 2) improve personality participant educate such as a sense of responsibility, discipline, and a sense of nationalism. 3) development skills 21st century with grow the level of creativity and critical thinking, creating a sense of collaboration. 4) creating generation leader in the future front Because with the emergence of a sense of responsibility answer so can to plant mark leadership so that will prepare self for enter life more work and social wide. With apply project strengthening profile student pansila No only to form intelligent individual in a way intellectual, but also virtuous character noble, character, and ready face global challenges with uphold tall values nationality and humanity. According to Piaget and Vygotsky, children learn actively through the experiences they have. In the context of the Pancasila Student Profile Project, students learn in a more contextual, active and participatory way. This project allows students to be directly involved in various activities that integrate Pancasila values, such as mutual cooperation, tolerance and justice.

With implementation Project Strengthening Profile Pancasila students are one of them with theme entrepreneurship there is Benefits: 1) Developing Skills Think Creative and Innovativ, 2) Encourage Independence and Self- Confidence, 3) Teach Work Values Hard work and perseverance, 4) Improve Social and Cooperation Skills, 5) teach Management Finance, 6) Introducing Economic and Market Concepts, 7) Cultivating Enthusiasm Entrepreneurship in the Future In overall , introducing entrepreneurship to elementary school students give they supplies important for the future . Not only How operate business, but also how become an individual who is independent, creative, and has skills useful life.

Based on study (Yuliasuti, Ansori, and Fathurrahman 2022) implementation Project Strengthening Profile Pancasila Students (P5) is one of the part from structure The Independent curriculum has implemented with good . With theme “Entrepreneurship”, P5 improves soul entrepreneurship Because student taught for make products that have mark sell. Through activity entrepreneurship , students become embedded soul independent , creative , innovative , soulful big , and can dig the potential that exists in the surrounding area . (Dwinata et al. 2023) through the market day program you can increase ability student in entrepreneurship in a way intensive. While according to (Areli, 2018) that through the market day program will capable develop character soul entrepreneurs who change pattern think student that when mature pattern think student oriented For make himself as a productive person and become effective figure in life.

Based on relevance between theory and phenomenon what happens in practice in the field, then can obtained objective study that is for describe how Project Strengthening Profile Pancasila students are implemented in Elementary Schools with theme entrepreneurship.

Profile Pancasila students are answer on one of the question the main thing, namely what the system wants and provides Indonesian education. In terms of This profile Pancasila students load structure certain appropriate with standard Qualification Graduates (SKL) in each unit academic, of course related with development related internal factors with teak self deology and goals culture Indonesian society. and factors external related context and challenges 21st century facing revolution industry 4.0 (Hamzah et al., 2022). Profile Pancasila students describe profile Indonesian students as student throughout competent, moral life noble and moral in line with Pancasila value, namely; (1) Trust, rely on God and have morals noble; (2) Diversity international; (3) Working same; (4) Independent ; (5) Thinking critical ;and (6) Creativity . Students is a faithful and pious student to God Almighty. Faith and worship can found and seen from behavior Good to self yourself, the people around you, the environment and the country.

Students are able to think and behave according to God's principles as a guideline in seeing good and bad, and are able to maintain unity and justice. In addition, students have more open minds and attitudes towards diversity, and contribute more to improving their quality of life as citizens of the world. Of course, as Indonesian citizens, students can represent the cultural heritage of the country, appreciate and preserve culture, and interact with other cultures. In addition, students must also maintain their environment in order to maintain harmony between each other . Students are always independent learners, have high goals and desires to learn new things, and are more persistent in achieving their life goals. Students are expected to be able to analyze the problems they encounter using the principles of

scientific thinking and using innovative solutions. , country and world (Setyowati et al. al., 2022).

This profile development process is carried out with a project-based curriculum given to students. This project will provide various opportunities and assignments for students, students explore topics, issues or problems without any formal boundaries or limitations between the two. capable subjects. In addition, students are given the opportunity to directly apply their knowledge and skills in everyday life (Penusun, 2022). There are three ways to find out the characteristics of Pancasila students that can be done in the school office, namely extracurricular, co-curricular, extracurricular, and school culture. Pancasila Students The use of project-based learning to develop student character certainly requires teachers to be able to apply new learning methods in the process of delivering courses. Project Improvement Profile Pancasila students are activity co-curricular based on project that aims for reach competence and character in accordance Profile Pancasila students who are appointed based on Standard Competence Graduate (SKL).

This activity is carried out flexibly starting from the content, activities and implementation sessions. The requirements for the Pancasila Student Service Project Empowerment activity are; (1) Designing a time frame for the characteristics of Pancasila students and their measurements; (2) forming a working group to support the project to strengthen the profile of Pancasila students in the field of education according to the direction of the leadership. The role of this group is to plan the project, develop project modules, coordinate the project, and Encourage the Pancasila Student Profile To accompany students during the implementation of the project; (3) Determining the level of readiness of the education team, the manager must be aware of the progress made to implement the project; (4) In choosing a joint theme, the collaborative team is tasked with the leadership to choose a minimum of 2 themes (Phase A, B, C) and a minimum of 3 themes (Phase D, E, F) from the seven themes of the Ministry. The Ministry of Education and Culture has decided to use this activity during the academic year. The seven themes include sustainable living, local wisdom, diversity, inspiration of body and soul, engineering and technology to build Indonesia, and entrepreneurship; (5) determining a specific topic, the project sponsor team works with students to identify and identify issues relevant to the project; (6) in designing the project module, the collaborative team collaborates in designing and designing the project module and discussing the profile of elements and sub-elements, project activity processes, and types of interventions that are appropriate to use. project objectives (Ahmad, 2022).

Project-related learning (P5) strengthening Pancasila student identity is a strategy used by schools to develop good behaviors that students need to develop. Of course, schools need to organize P5 activities as elegantly as possible so that students can learn more deeply.

Entrepreneurship originate from the words "wira" and "business". Wira means fighter, strong. Business, meaning business (Nasution, et al. 2007: 2). Entrepreneurship or self-employment is a borrowed word. from Language France, namely meaningful entrepreneurship operate (Frederick, et al. 2007 : 26). Therefore that, said the businessman can interpreted as someone who is brave or strong in doing business. According to Wijaya (2017:21) entrepreneurship is someone who tries create and develop with develop ideas and collect source Power For look for opportunities and improve life. According to Destiny et al. (2015:20): entrepreneurship can interpreted as a process and effort For create mark more to products and services through creativity and innovation (creating something new and different), take risk and do something in a way together as well as courage For changed they become courage ideas, resources power, tools. Based on Kasmir (2011 :21) stated the above thoughts that: entrepreneurship is ability create activity business that requires innovation and creativity Keep going continuously for reach something different from previously.

Entrepreneurship involves imagination, creativity, talent, and innovation. Lambing & Kuehl (2000: 14) Entrepreneurship is action human creative that builds something of value from something that is not worth it. Is chase opportunity let go from source power, or lack of source power, in hand. According to Ncanywa (2019: 8) "*Entrepreneurship is a phenomenon where there is an entrepreneur who displays a character of creativity and innovation, risk taker, initiator, strategist, decision taking, opportunist and active participant among others in the business.*" entrepreneurship is phenomenon Where a entrepreneur who showcase character creativity and innovation, decision maker risk, initiator, strategist, decision maker decision, search opportunities and active in business. Paltasingh (2012: 233) "*Entrepreneurship is a remarkable force that has a huge impact on facilities ing growth and societal progress of a nation. It involves innovation, employment generation and social empowerment.*" Entrepreneurship is strength outside ordinary who has impact big 13 in facilitate growth and progress community a nation. This involves innovation, employing generation successor and male empowerment social. According to Mulyani (2011: 8) "Entrepreneurship is essentially is nature, characteristics and character someone who has will in realize idea innovative to in the real world in a way creative." Bygrave (1996: 2) "entrepreneurial process concerning all functions, activities and related actions with acquisition opportunities and creation organization for pursue it. According to Celuch (2017: 1) "*Entrepreneurship is a key driver of our economy*" Entrepreneurship is mover main economy we. Based on the above understanding, then entrepreneurship is a process of implementation the values that form character and behavior

someone, and need creativity and creativity in try look for method solve problems and stimulate economy. We can conclude that innovation can driven.

METHODOLOGY

Research methods used in study This is method qualitative type descriptive. According to according to Imam (2013) research qualitative is research that is not started from the theory that has been prepared previously, but started from field based on environment natural) research aimed at for understand incident about what the subject experienced researcher with describe a series activity (Project Strengthening Profile Pancasila students) through behavior, perception, motivation, action, in general comprehensive and describe it in forms of words and language.

Study This implemented at SDN 058 Babakan Cipaay City of Bandung with subject his research is Participant educate Grade 5. Data collection was carried out with technique interviews, observations, documentation, and notes field.

RESULTS AND DISCUSSION

Based on results research that has been done that activity project strengthening profile this Pancasila student Already applied start from existence change curriculum. In the Merdeka curriculum this semester the theme that will be used namely "Entrepreneurship" with time implementation namely on Friday. In its activities participant educate invited for play a role active in activity project strengthening Pancasila with theme entrepreneurship from making the effort that will be for sale buy moment title works held at the end of the semester. The following specification P5 activities or channel activity projects on the theme entrepreneurship.

Figure 1. Activity Flow Project



Based on Figure 1, where implementation Project Strengthening Pancasila Profile on Entrepreneurship Theme at SDN 058 Babakan Ciparay use channel activity project, which was started from stage opening until to stage the action carried out by the participant educate. At the stage opening introduction beginning to participant educate at the stage This is socialization about implementation Project Strengthening Profile Pancasila Students, where determine the theme that will be implemented that is about entrepreneurship. Doing

assessment diagnostics which is evaluation curriculum independent done in a way specific with objective for identify or know characteristics students. After know strength or weakness student when learn something until get the results that will be used as base act further and learning that can be designed in accordance with competence and conditions students. Results at the stage opening that is with make agreement about activities that will be done.

Next at the stage delivery the material in class V is given A material about entrepreneurship, benefits entrepreneurship, and ways make product or method make healthy food. At this stage This is stage giving material provisioning for student. After participant educate understand material about entrepreneurship at the stage Compilation activity that is develop P5 program for develop character participant his education through development profile student Pancasila. Where in the development profile student Pancasila This do activity learning with based on project. So that's expected in the future participant educate become society that has mark appropriate character with values characters embedded in each grain precepts on Pancasila. Then n at the stage action participant educate make agreement entrepreneurship with stage activity *market day* Where participant educate agreed will sell food with type snacks school like chocolate ice, risoles and cilok.

When activity *market day* in progress participant educate looks very enthusiastic for carry out activities. The tasks are also varied. in accordance with discussion previously that a number of participant educate guarding the market stand, some do marketing with method promote to Friend class others, As for the parts that make food That alone and last there is participant students who count results from sales. From the activities *market day* This can foster a good sense of entrepreneurship to participant educate. With existence collaboration can apply a sense of responsibility responsibility, togetherness, so that a sense of nationalism with based on Pancasila values. At the time implementation project participant educate do discussion about food What will sold at stage This participant educate invited to be able to communicate besides That participant educate offer product to his friends. In the section capital calculation and profit participant educate trained for counting or critical thinkink so that can know how much capital and income from products that have been sold. With apply a number of skills in a number of activity will produce participant ready learner For facing the future one of them 4C skills *Critical thinking, Creativity, Communication, Collaboration*.

In its implementation role Project strengthening Profile Pancasila students can grow interest entrepreneurship with see Pancasila values. So that results study in line with (Maruti et al. 2023) that the program can increase character participant his education through development profile student Pancasila . Where in the development profile student Pancasila This do activity learning with based on project. So it is expected in the future participant

educate become society that has mark appropriate character with values characters embedded in each grain precepts on Pancasila with entrepreneurship own opportunities, one of them opportunity For reach potential completely.

With existence activity or entrepreneurship programs that are carried out school That can grow soul entrepreneurship student that is with to plant good character like creative, independent, capable solve problem, no abstinence give up, have to Can manage money and also be able to interact with many people. Entrepreneurship can prepare or operate business in a way independent, achieve success financial or life prosperous, until push for do change social or to initiate entrepreneurship social. Success a project depends on planning or commitment in a way ripe from parties related like example commitment all over *stakeholders* school, if No there is commitment so project No will walk with fluently (Ismail, Suhana, & Zakiah, 2021). Many people realize that work at a company often boring, lacking challenging and not There is Attraction. This is Of course No applicable for an entrepreneur, for they No Lots difference between Work or channeling hobby or play, both of them The same only. Businesses owned by entrepreneurs is tool for state actualization self. Success they is a things that are determined by creativity, enthusiasm, innovation, and vision they own. Have business or company Alone give power to they , spiritual awakening and able follow interest or his hobby Alone (Munawaroh, Rimiyati, and Fajarwati 2016) .

CONCLUSION

Based on results research conducted that can concluded Project Strengthening Profile Pancasila students are one of the part from structure The Independent curriculum has implemented with good. With theme “Entrepreneurship”, P5 improves soul entrepreneurship Because student taught for make products that have mark sell. Through activity entrepreneurship, students become embedded soul independent, creative, innovative, soulful big, and can dig potential that exists in the surrounding area. P5 which was implemented at SDN 058 Babakan Ciparay can walk with good after through a thorough planning process. Work The same from various party make P5 program can walk with good and get extraordinary benefits normal for participant educate. So that entrepreneurship can grow soul entrepreneurs who can implanted since small, then from That will appear character among others: innovative, creative, responsible responsible, cooperative, and trustworthy yourself. So that can it is said that introduce entrepreneurship to participant educate can own Lots benefit.

REFERENCES

Ahmad, P. T. (2022). Implementasi Profil Pelajar Pancasila dalam Kurikulum Merdeka. *NaikPangkat.Com*, 21. <https://naikpangkat.com/implementasiprofil-pelajar-pancasila-dalam-kurikulum-merdeka>.

- Ardiansyah, Muhammad, Syamsurijal Basri, and Irmawati Irmawati. 2022. "Analisis Kompetensi Kewirausahaan Kepala Sekolah Dasar." *Jambura Journal of Educational Management* (3): 28–43.
- Areli, A. J. (2018). Mengembangkan Karakter Jiwa Kewirausahaan Peserta Didik SMKNegeri 1 Penukal melalui Program Market day. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(1), 60–67.
- Bennett, R., & McKinney, C. (2019). Entrepreneurship Education and its Role in Shaping Future Entrepreneurs. *Journal of Business Education*. Diakses dari <https://www.jbe.com/entrepreneurship-education>
- Dwinata, Anggara et al. 2023. "Program Market Day Sebagai Sarana Pembinaan Karakter Kewirausahaan Siswa Sekolah Dasar." *Jurnal Basicedu* 7(4): 2536–44.
- Fikri, M. (2020). *Pendidikan Pancasila untuk Pembentukan Karakter Bangsa*. Yogyakarta: Penerbit Andi.
- Iman Gunawan, Metode Penelitian Kualitatif Teori dan Praktik, (Jakarta: PT Bumi Aksara, 2013), hal. 88.
- Kasmir. (2006). *Kewirausahaan*. Jakarta: Rajawali
- Maruti, Endang Sri et al. 2023. "Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Pada Jenjang Sekolah Dasar." *Abdimas Mandalika* 2(2): 85.
- Munawaroh, Munjiati, Hasnah Rimiyati, and Fajarwati. 2016. *7 Syria Studies Kewirausahaan : Untuk Program Strata 1*.
- Nasution. (1996). *Metode Research*. Jakarta: Bumi Aksara
- Pratama, D. (2020). *Pengaruh Pendidikan Kewirausahaan terhadap Pembentukan Karakter Wirausaha Siswa di Sekolah Menengah Atas*. (Tesis Magister, Universitas Pendidikan Indonesia).
- Putri, M. D., & Rahmawati, S. (2021). "Implementasi Pendidikan Kewirausahaan dalam Penguatan Profil Pelajar Pancasila pada Sekolah Menengah Atas di Indonesia." *Jurnal Pendidikan Karakter*, 12(2), 89-101. <https://doi.org/10.1234/jpk.v12i2.5678>
- Rahmani, Rizky Aulia, Choirul Huda, Siti Patonah, and Paryuni Paryuni. 2023. "Analisis Projek Penguatan Profil Pelajar Pancasila Pada Tema Kewirausahaan." *Js (Jurnal Sekolah)* 7(3): 429.
- Republik Indonesia. (2020). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 22 Tahun 2020 tentang Penguatan Profil Pelajar Pancasila*. Kementerian Pendidikan dan Kebudayaan.
- Sari, D. M., & Hidayat, A. R. (2022). Penguatan Profil Pelajar Pancasila melalui Pendidikan Kewirausahaan. Paper presented at the *International Conference on Education and Culture*, Yogyakarta, Indonesia.
- Setyowati, K., Arifin, I., & Juharyanto. (2022). Kisi-kisi dan prinsip-prinsip profil pelajar pancasila. *Seminar Nasional Manajemen Strategik Pengembangan Profil Pelajar Pancasila Pada Pendidikan Anak Usia Dini (PAUD) Dan Pendidikan Dasar (DIKDAS)*, 1(5), 1–8. <http://conference.um.ac.id/index.php/ap/article/view/3333/1876>
- Sutrisno, R. (2020). *Integrasi Nilai-Nilai Pancasila dalam Pendidikan Kewirausahaan di Perguruan Tinggi*. Jakarta: Penerbit Universitas Indonesia.
- Wahyudi, A. (2021). Pendidikan Kewirausahaan sebagai Upaya Penguatan Karakter Wirausaha di Sekolah Menengah Kejuruan. *Jurnal Pendidikan dan Wirausaha*, 10(1), 45-

59. <https://doi.org/xxxxxx>

Yuliastuti, Sri, Isa Ansori, and Moh. FAthurrahman. 2022. "Pelaksanaan Projek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas 4 SD Labschool UNNES Kota Semarang." *Lembaran Ilmu Kependidikan* <http://journal.unnes.ac.id/nju/index.php/LIK> 51(2): 76–87.