

# **The Role of Entrepreneurship Education and the *Profil Pelajar Pancasila* Strengthening Project in Mediating Self-Efficacy on Entrepreneurial Spirit**

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## **Abstract**

This research aims to determine the role of entrepreneurship education and the *Projek Penguatan Profil Pelajar Pancasila* in mediating self-efficacy toward the entrepreneurial spirit of 11th-grade students at SMA Negeri 15 Semarang. The theoretical foundation used in this research is social cognitive theory. This study employs a quantitative approach with a causal design. The population comprises 352 11th-grade students at SMA Negeri 15 Semarang for the 2023/2024 academic year. A sample of 188 students was taken using the Slovin formula with a 5% margin of error. Data was collected through questionnaires and analyzed using descriptive statistical methods and SEM with SmartPLS version 4.1.0.4. The results indicate that the research model meets the validity and reliability of SEM constructs. Entrepreneurship education, the *Profil Pelajar Pancasila* strengthening project, and self-efficacy positively and significantly influence the entrepreneurial spirit. Self-efficacy also has a positive indirect effect through entrepreneurship education and the *Projek Penguatan Profil Pelajar Pancasila*.

## **Keywords**

entrepreneurship education; *Profil Pelajar Pancasila* strengthening project; self-efficacy; entrepreneurial spirit; social cognitive theory

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## **I. Introduction**

Entrepreneurship can be enhanced by fostering an entrepreneurial spirit. This entrepreneurial spirit is the initial capital one must possess before becoming an entrepreneur, as a

business will not thrive if one lacks this spirit. The entrepreneurial spirit is the ability to identify opportunities and the courage to face risks that arise in one's business activities, relying on activities for the benefit of the company that is oriented toward positive results in the future perspective of the cooperative to increase income in its business (Wulandari, 2020). To enhance the entrepreneurial spirit, the government is trying to include entrepreneurship as one of the subjects in schools. The entrepreneurial spirit can encourage students to take different risks so they are not ashamed or afraid of failure.

Implementing the subject "Craft and Entrepreneurship" into the curriculum can enhance and optimize the entrepreneurial spirit in high schools. The curriculum functions as the core of education (Ritonga, 2018). The Merdeka Curriculum is the latest curriculum currently implemented in several schools and functions as driving schools. The Merdeka Curriculum is designed to develop students' profiles so that they possess the spirit and values of Pancasila in their daily lives. This curriculum emphasizes the importance of character education through the *Profil Pelajar Pancasila* (Rosmana et al., 2022).

The *Profil Pelajar Pancasila* Strengthening Project is designed based on the students' environmental issues, using interdisciplinary information to enhance knowledge and skills (Kebudayaan, 2021). There are seven themes for the *Profil Pelajar Pancasila* Strengthening Project: (1) Sustainable Lifestyle, (2) Local Wisdom, (3) Unity in Diversity, (4) Developing Body and Soul, (5) Voice of Democracy, (6) Engineering and Technology for Building the Nation, and (7) Entrepreneurship. Each theme is designed to equip students with the knowledge, skills, and attitudes needed to become individuals of strong character who contribute positively to society. In the context of entrepreneurship, for example, this project aims to foster an entrepreneurial spirit in students, encouraging them to innovate, take initiative, and become future leaders.

*Profil Pelajar Pancasila* encompasses six competencies: (1) faith in God Almighty and noble character; (2) global diversity; (3) cooperation; (4) independence; (5) critical thinking; and (6) creativity. These six competencies reinforce each other, aiming to create a fully developed *Profil Pelajar Pancasila*. Students are given opportunities to learn from their environment and apply their knowledge in character-building as part of the *Profil Pelajar Pancasila* Strengthening Project.

The impact of implementing the *Profil Pelajar Pancasila* Strengthening Project and the subject "Craft and Entrepreneurship" on students' entrepreneurial spirit has not been extensively studied. Research by Mery et al. (2022), Santoso et al. (2023), and Rachmawati et al. (2022) has focused more on the application of the *Profil Pelajar Pancasila* without

addressing its influence on the development of students' entrepreneurial spirit. The entrepreneurial spirit within the *Profil Pelajar Pancasila* includes characteristics, values, and attitudes that support entrepreneurial development. It is expected that the implementation of this project can help students develop a strong entrepreneurial spirit, encouraging them to be proactive in creating and managing businesses and contributing positively to society and the nation.

Research by Hamzah et al. (2022) explains the role of the *Profil Pelajar Pancasila* Strengthening Project in character education, including the entrepreneurial spirit, but not specifically. Previous studies focused more on the implementation of the project without deeply examining the aspect of students' entrepreneurial spirit development. The *Profil Pelajar Pancasila* Strengthening Project and the learning of craft and entrepreneurship play an important role in optimizing the entrepreneurial spirit. Therefore, research on the impact of implementing the *Profil Pelajar Pancasila* Strengthening Project on the entrepreneurial spirit is essential. This project and craft and entrepreneurship learning effectively help develop students' entrepreneurial spirit by providing the values, knowledge, skills, and practical experience needed for business success.

The subject of "Craft and Entrepreneurship" faces several issues suspected of hindering its contribution to the entrepreneurial spirit. Research by Ani et al. (2021) shows that the material taught during the learning process can improve students' entrepreneurial mental attitudes. Entrepreneurship education in schools plays an important role in influencing entrepreneurial mental attitudes. Research by Sihwadi et al. (2023) found that product-based learning in vocational schools can increase students' entrepreneurial spirit and stimulate their interest in entrepreneurship. Another study by Basri et al. (2019) also shows that product-based learning can increase students' interest in becoming entrepreneurs by enhancing motivation, product quality, and market attractiveness.

Bandura's social cognitive theory (1977) explains the development of students' character. This theory states that human behavior is influenced by the interaction between environmental, personal, and behavioral factors. This theory identifies behavior as a component influenced by environmental and personal factors. In the context of this research, behavioral factors are derived from the entrepreneurial spirit variable, personal factors from self-efficacy and the *Profil Pelajar Pancasila* Strengthening Project, and environmental factors from entrepreneurship learning.

The research conducted at SMA Negeri 15 Semarang is based on several key considerations, including the lack of high-quality education in craft and entrepreneurship learning and the suboptimal implementation of the *Profil Pelajar Pancasila* Strengthening Project

in Semarang. Additionally, the skills provided by educational institutions are often less relevant to the latest developments and labor market needs. Although SMA Negeri 15 Semarang has a vision and mission to develop an entrepreneurial spirit, its realization is still not optimal.

Several factors can influence entrepreneurial spirit, as clarified in Bandura's Social Cognitive Theory (1977). The researchers chose the independent variables of entrepreneurship education, the *Profil Pelajar Pancasila* Strengthening Project, and self-efficacy to test their influence on students' entrepreneurial spirit. These variables were selected because entrepreneurial spirit requires internal motivation (self-efficacy and values from the *Profil Pelajar Pancasila* Strengthening Project) and external involvement (engagement in entrepreneurship education). This study uses entrepreneurship education and the *Profil Pelajar Pancasila* Strengthening Project as mediating variables to examine their impact on the entrepreneurial spirit of grade XI students at SMA Negeri 15 Semarang.

A factor influencing entrepreneurial spirit is self-efficacy. Bandura (1977) defines self-efficacy as an individual's evaluation of their ability to perform a task at a certain level. Kurniawan et al. (2016) state that self-efficacy reflects an individual's understanding of their capabilities based on past experiences and attributions of performance. Zulkosky, in Adnyana & Purnami (2016), adds that self-efficacy is a person's belief in their ability to complete a task. Thus, entrepreneurial self-efficacy is confidence in one's entrepreneurial abilities.

Research by Fajar Adinugraha et al. (2018) shows that self-efficacy significantly affects the entrepreneurial spirit of high school students. Farida and Nurkhin (2016) also found that students' self-efficacy significantly influences entrepreneurial interest. However, research by Liadi and Budiono (2019) indicates an insignificant effect of self-efficacy on entrepreneurial intention. These differences in results provide an opportunity to propose self-efficacy as an independent variable to test its influence on the dependent variable.

Research by Adnyana and Purnami (2016) shows that entrepreneurship education has a positive effect of 36.2% on entrepreneurial spirit. Farida and Nurkhin (2016) found a positive effect of 6.05%. However, research by Zulianto et al. (2015) indicates an insignificant effect of 69.7%. These varying results motivate this study to re-examine entrepreneurship education as a mediating variable for the entrepreneurial spirit of grade XI students at SMA Negeri 15 Semarang.

Research by Shalikhah (2022) shows that implementing the *Profil Pelajar Pancasila* Strengthening Project can foster an entrepreneurial spirit. These findings align with Nurul & Marzuki (2023), who found that the *Profil Pelajar Pancasila* Strengthening Project can enhance the entrepreneurial spirit of phase B students at UPT SD Negeri 40 Gresik. This

study indicates that schools implementing the independent curriculum can increase entrepreneurial spirit through the *Profil Pelajar Pancasila* Strengthening Project with an entrepreneurship theme. Teachers act as facilitators for students who actively participate in these activities. The result is increased innovation, motivation to contribute to face-to-face learning, creativity, and expression to realize ideas that positively impact students and their surroundings. This work contributes to the vision of a more advanced, self-reliant, sovereign, and personable Indonesia.

This study addresses the shortcomings of previous research with a new focus. Research by Shalikhah (2022) and Nurul & Marzuki (2023) has not tested the position of the *Profil Pelajar Pancasila* Strengthening Project as a mediating variable, only discussing its implementation to enhance the entrepreneurial spirit. This study measures the role of the project with the entrepreneurship theme as a mediating variable in shaping students' entrepreneurial spirit.

Based on interviews conducted on May 19, 2024, with Mrs. Sri Haryanti, Deputy Principal III for Curriculum at SMA Negeri 15 Semarang, it was revealed that in the *Profil Pelajar Pancasila* Strengthening Project with the entrepreneurship theme, teachers guide students to form groups in each class. Grade X students market their products through exhibitions, and when they advance to grade XI, they can apply the entrepreneurial skills they have learned. Mrs. Asia Anika, a craft and entrepreneurship teacher, added that students actively participate in class projects, and some continue these projects to further develop their businesses.

## **II. Method**

This research uses a quantitative method with a structural modeling design. Structural modeling is a research design that plans and formulates strategies to test and develop a model that explains the relationships between variables. This study uses Structural Equation Modeling (SEM) analysis. SEM-PLS is a field of statistics that can test a series of relatively complex relationships that are difficult to measure simultaneously (Ghozali, 2014).

The data analysis techniques used include descriptive statistical analysis, inferential statistical analysis using the Partial Least Squares (PLS) method, and hypothesis testing.

The research location is SMA Negeri 15 Semarang, located at Jalan Kedungmundu No. 34, Sambiroto Village, Tembalang District, Semarang City, Central Java, 50276. The exogenous variables in this study are entrepreneurship education, the *Profil Pelajar Pancasila* strengthening project, and self-efficacy. The endogenous variable used in this study is entrepreneurial spirit. The population of this study consists of 354 11th-grade students at SMA

Negeri 15 Semarang. The sampling technique used in this research is simple random sampling, using the Slovin formula, resulting in a sample size of 188 students. This study employs a survey method with questionnaires to collect data, distributed via Google Forms to 11th-grade students at SMA Negeri 15 Semarang.

### III. Result and Discussion

The results of the descriptive statistical analysis on the variables of entrepreneurial spirit, self-efficacy, entrepreneurship education, and the *Profil Pelajar Pancasila* Strengthening Project with 188 respondents show that (1) the entrepreneurial spirit of the XI grade students at SMA Negeri 15 Semarang is in the high category, (2) self-efficacy is in the high category, (3) entrepreneurship education is in the high category, and (4) the *Profil Pelajar Pancasila* Strengthening Project is in the high category.

This study employs inferential statistical analysis using the SEM-PLS model with the SmartPLS application. The results of the inferential statistical analysis with the outer model are shown in Table 1.

Table 1. Goodness of Fit

Model	Value	Description
SRMR	0.099	Good Fit
Chi-Square	6082.602	Good Fit
NFI	0.449	Marginal Fit

Source: SmartPLS 4.1.0.4 Output

The goodness-of-fit results show that the SRMR value is 0.099, less than 0.10, indicating a good fit, meaning that the model fits the observed data well. Additionally, the chi-square value is 6082.602, greater than 0.05, indicating a good fit. The NFI value shows a marginal fit because it is 0.449, less than 0.90. The SRMR and chi-square indicate a good fit, while the NFI shows a marginal fit. Overall, the model is valid and reliable for analyzing the relationships among entrepreneurship education, the *Profil Pelajar Pancasila* Strengthening Project, self-efficacy, and entrepreneurial spirit in eleventh-grade students at SMA Negeri 15 Semarang, supporting the hypothesis of a significant impact on students' entrepreneurial spirit.

Table 2. Results of Direct Hypothesis Testing

Variable	Original Sample	T Statistics	P Values	Hypothesis	Description
PK -> JW	0.219	2,377	0.018	H1	Accepted
PP -> JW	0.378	4,188	0,000	H2	Accepted
SE -> JW	0.179	2,495	0.013	H3	Accepted
SE -> PK	0.594	12,250	0,000	H4	Accepted
SE -> PP	0.622	15,458	0,000	H5	Accepted

Source: SmartPLS 4.1.0.4 Output

Based on Table 2, the results of the partial hypothesis testing between entrepreneurship education, the *Profil Pelajar Pancasila* Strengthening Project, and self-efficacy for students' entrepreneurial spirit in the eleventh grade at SMA Negeri 15 Semarang are as follows: (1) Entrepreneurship education has a positive effect on entrepreneurial spirit. The t-statistic value of 2.377 is greater than 1.96 ( $2.377 > 1.96$ ). The significance value of 0.018 is less than 0.05 ( $0.018 < 0.05$ ). (2) The *Profil Pelajar Pancasila* Strengthening Project positively affects the entrepreneurial spirit. The t-statistic value of 4.188 is greater than 1.96. The significance value of 0.000 is less than 0.05 ( $0.000 < 0.05$ ). (3) Self-efficacy has a positive effect on entrepreneurial spirit. The t-statistic value of 2.495 is greater than 1.96. The significance value of 0.013 is less than 0.05 ( $0.013 < 0.05$ ). (4) Self-efficacy has a positive effect on entrepreneurship education. The t-statistic value of 12.250 is greater than 1.96. The significance value of 0.000 is less than 0.05 ( $0.000 < 0.05$ ). (5) Self-efficacy positively affects the *Profil Pelajar Pancasila* Strengthening Project. The t-statistic value of 15.458 is greater than 1.96. The significance value of 0.000 is less than 0.05 ( $0.000 < 0.05$ ).

Table 3. Results of Indirect Hypothesis Testing

Variable	Original Sample	T Statistics	P Values	Hypothesis	Description
SE -> PK -> JW	0,130	2,314	0.021	H6	Accepted
SE -> PP -> JW	0.235	3,974	0,000	H7	Accepted

Source: SmartPLS 4.1.0.4 Output

Based on Table 3, the results of the indirect hypothesis testing between entrepreneurship education, the *Profil Pelajar Pancasila* Strengthening Project, and self-efficacy on students' entrepreneurial spirit in the eleventh grade at SMA Negeri 15 Semarang are as follows:



(1) Self-efficacy through entrepreneurship education has a positive effect on entrepreneurial spirit. The t-statistic value of 2.314 is greater than 1.96. The significance value of 0.021 is less than 0.05 ( $0.021 < 0.05$ ). (2) Self-efficacy through the *Profil Pelajar Pancasila* Strengthening Project positively affects the entrepreneurial spirit. The t-statistic value of 3.974 is greater than 1.96. The significance value of 0.000 is less than 0.05 ( $0.000 < 0.05$ ).

### **The Influence of Entrepreneurship Learning on the Entrepreneurial Spirit of 11th-Grade Students at SMA Negeri 15 Semarang**

The path coefficient results indicate that the first hypothesis (H1) states that entrepreneurship learning positively and significantly impacts the entrepreneurial spirit of 11th-grade students at SMA Negeri 15 Semarang. This conclusion is based on the t-statistic test result of  $2.377 > 1.96$  and a p-value of  $0.018 < 0.05$ . Entrepreneurship learning positively influences the entrepreneurial spirit, as evidenced by the positive original sample value (O) of 0.219, leading to the acceptance of the first hypothesis (H1). This result should play an important role in the students' development. The presence of practical and entrepreneurial learning can cultivate an entrepreneurial spirit among the 11th-grade students at SMA Negeri 15 Semarang. The relationship between entrepreneurship learning and entrepreneurial spirit shows that someone who gains entrepreneurial knowledge from practical and entrepreneurial learning in class can develop an entrepreneurial spirit, thereby fostering entrepreneurial behavior. The presence of practical and entrepreneurial learning is expected to encourage students to venture into the world of entrepreneurship. Therefore, in this study, entrepreneurship learning is a driving factor in creating an entrepreneurial spirit.

11th-grade students at SMA Negeri 15 Semarang exhibit an entrepreneurial spirit, partly after receiving material on entrepreneurship learning. Learning practical and entrepreneurial subjects at school provides students with knowledge and entrepreneurial experience. The experience gained during class teaching of practical and entrepreneurial learning can foster an entrepreneurial spirit, enabling students from SMA Negeri 15 Semarang to start their businesses after graduation, as they have learned entrepreneurship theories at school.

The findings align with Bandura's (1977) Cognitive Social Theory, which explains that entrepreneurship learning plays a significant role in fostering an entrepreneurial spirit. This refers to the extent to which an individual believes they possess the skills and knowledge needed to start a business. Higher levels of entrepreneurship learning through practical and entrepreneurial subjects will cultivate an entrepreneurial spirit more effectively through the classroom learning process.



Previous research on entrepreneurship learning conducted by Hutami and Ifnald (2022) explains that entrepreneurship learning has a positive and significant effect on entrepreneurship competencies that can create an entrepreneurial spirit. This means that the better the learning process regarding entrepreneurship, the more it will cultivate an entrepreneurial spirit among students. This study is supported by research conducted by Febri and Indri (2018), which reveals that entrepreneurship education has a positive and significant impact on students' entrepreneurial spirit. The evidence indicates that better and higher-quality entrepreneurship education at school will enhance the formation of an entrepreneurial spirit in students.

This study is supported by research by Topit et al. (2021), which states that practical and entrepreneurial learning significantly impacts students' entrepreneurial spirit, as students receive material related to how to become entrepreneurs during classroom learning, enabling them to develop their entrepreneurial spirit. Practically, the process of practical and entrepreneurial learning is implemented and realized through business activities where students directly engage in creating a business and becoming entrepreneurs. Other research by Mustikawati (2020) reveals the influence of entrepreneurship learning on entrepreneurial interest that can foster an entrepreneurial spirit. The dominant variable indicator of entrepreneurship learning that affects the entrepreneurial spirit variable is the learning material provided in entrepreneurship learning. This finding contrasts with research by Zulianto et al. (2015), which states that entrepreneurship learning has a positive but insignificant effect on entrepreneurial interest due to educators still using lecture methods and focusing solely on the material.

### **The Influence of the *Profil Pelajar Pancasila* Strengthening Project on Entrepreneurial Spirit**

The path coefficient test results show that the *Profil Pelajar Pancasila* Strengthening Project variable significantly positively affects the entrepreneurial spirit of 11th-grade students at SMA Negeri 15 Semarang. This conclusion is supported by the t-statistic value of 4.188, which is greater than 1.96, a significance level indicated by a p-value of 0.000, and the positive relationship between the *Profil Pelajar Pancasila* Strengthening Project variable and the entrepreneurial spirit, reflected in an original sample value (O) of 0.378, which leads to the acceptance of the second hypothesis (H2).

The descriptive analysis of the *Profil Pelajar Pancasila* Strengthening Project variable is categorized as high, with a percentage value of 64%. This indicates that the *Profil Pelajar Pancasila* Strengthening Project variable influences the entrepreneurial spirit of 11th-grade

students at SMA Negeri 15 Semarang. Furthermore, the descriptive analysis of the *Profil Pelajar Pancasila* Strengthening Project variable with six indicators—having conviction, being independent, cooperating, tolerance, critical thinking, and creativity—is categorized as high due to the 11th-grade students' understanding of the *Profil Pelajar Pancasila* Strengthening Project and the experience gained during P5 activities that can be utilized when starting a new business.

11th-grade students at SMA Negeri 15 Semarang have an entrepreneurial spirit after participating in the *Profil Pelajar Pancasila* Strengthening Project with an entrepreneurship theme within the school environment. This is evident when students gain experience after participating in the P5 activity. The experience gained during the P5 activity enhances students' entrepreneurial competencies, enables them to apply entrepreneurial knowledge in the business world, instills self-confidence in students to establish a business, improves both soft and hard skills, and fosters an entrepreneurial spirit for entering the business world.

The research findings show that the influence of the *Profil Pelajar Pancasila* Strengthening Project on entrepreneurial spirit aligns with Bandura's (1977) social cognitive theory, which states that entrepreneurship learning and practice can enhance an individual's perception of an entrepreneurial career. Individuals can expand their knowledge and skills based on information provided by role models (Wood & Bandura, 2014). Entrepreneurial knowledge is sourced from classroom learning and observing someone's social environment, which can add to their views on entrepreneurship. It can be said that a person's behavior may stem from their social environment. Overall, the *Profil Pelajar Pancasila* Strengthening Project serves as a tool that integrates social cognitive theory by providing students with practical experience and observation that can shape and strengthen their entrepreneurial spirit. Students can develop the knowledge, skills, and motivation needed to become entrepreneurs through project activities involving observation and active participation.

Research by Syahrial et al. (2023) indicates that fostering an entrepreneurial spirit through co-curricular activities for high school students is an important need to prepare them for independent life, one of which is through the implementation of the *Profil Pelajar Pancasila* Strengthening Project. This is supported by Shalikhah (2022), which states that implementing the *Profil Pelajar Pancasila* Strengthening Project positively and significantly impacts students' entrepreneurial spirit. This means that the higher the level of experience and understanding of students during the *Profil Pelajar Pancasila* Strengthening Project, the more it fosters students' entrepreneurial spirit. Research by Hamzah et al. (2022) shows the opposite, indicating that the *Profil Pelajar Pancasila* Strengthening Project has not been

specifically implemented to create an entrepreneurial spirit among students, as previous research focused only on the implementation of P5 activities without deeply exploring aspects related to the development of entrepreneurial spirit.

### **The Influence of Self-Efficacy on Entrepreneurial Spirit**

The path coefficient indicates that the third hypothesis is supported, stating that the self-efficacy variable has a significant positive effect on the entrepreneurial spirit of 11th-grade students at SMA Negeri 15 Semarang. This is consistent with the data analysis results showing a t-statistic value of  $2.495 > 1.96$  and a p-value of  $0.013 < 0.05$ . Self-efficacy has a positive relationship with entrepreneurial spirit, as shown by the positive original sample value (O) of 0.179, leading to the acceptance of the third hypothesis (H3).

The descriptive analysis classifies the self-efficacy variable as high, with a percentage value of 51%. This indicates that the self-efficacy variable is one of the factors influencing the entrepreneurial spirit of students at SMA Negeri 15 Semarang. Descriptive statistical analysis of self-efficacy with three indicators—task difficulty (magnitude), strength of belief (strength), and generalization (generality)—is classified as high because 11th-grade students can understand and manage their abilities for entrepreneurship and can productively utilize their emotions by starting new businesses to occupy their free time, thereby creating job opportunities.

11th-grade students at SMA Negeri 15 Semarang exhibit an entrepreneurial spirit after understanding their abilities for entrepreneurship. This is reflected in their self-confidence, which enhances motivation for entrepreneurship. Entrepreneurial motivation arises because individuals can understand their abilities, which drives them to think creatively and develop skills in entrepreneurship, thereby fostering an entrepreneurial spirit among students. By strengthening students' self-efficacy through practical experience, reflective learning, or social support, we can help develop a strong entrepreneurial spirit and create a conducive environment for the growth and success of future entrepreneurs.

Referring to this research concerning social cognitive theory, self-efficacy is a personal factor that can foster an entrepreneurial spirit. Self-efficacy is an individual's belief in their ability to develop innovative and creative ideas in entrepreneurship-related activities. Therefore, self-efficacy in one's abilities is essential for the success of a business or enterprise. Understanding the relationship between self-efficacy and entrepreneurial spirit has important implications for the development of entrepreneurship education and training programs. By

strengthening students' self-efficacy through practical experience, reflective learning, or social support, we can help develop a strong entrepreneurial spirit and create a conducive environment for the growth and success of future entrepreneurs.

This study is supported by the research conducted by Rizkayeni et al. (2023), which indicates a significant effect of self-efficacy on the development of an entrepreneurial spirit. This suggests that increasing students' self-efficacy will enhance their entrepreneurial spirit. Similarly, research by Farida and Nurkhin (2016) shows that students' self-efficacy significantly influences their entrepreneurial interest. If individuals possess good capabilities when faced with their surrounding environmental conditions, they can take action to confront challenges and problems in the entrepreneurial process.

### **The Influence of Self-Efficacy on Entrepreneurship Learning**

The results of the path coefficient indicate that the fourth hypothesis, which states that the self-efficacy variable has a significant positive influence on entrepreneurship learning among eleventh-grade students at SMA Negeri 15 Semarang, is supported. This conclusion is based on data processing results showing a t-statistic value of  $12.250 > 1.96$  and a p-value of  $0.000 < 0.05$ . Self-efficacy has a positive relationship with entrepreneurship learning, as indicated by the positive original sample (O) value of 0.594, so the fourth hypothesis (H4) is accepted.

The findings of this study show that self-efficacy plays a significant role in entrepreneurship learning, affecting students' motivation, performance, and success in the learning process and application of entrepreneurial skills. Through craft and entrepreneurship learning, students become more confident in their ability to understand entrepreneurship-related concepts, which in turn allows them to take steps confidently to achieve success in entrepreneurship.

According to the social cognitive theory proposed by Bandura (1977), there is an interaction between individual factors and environmental factors. This interaction determines the expected outcomes in individual behavior. Personal factors are described as the self-efficacy variable, while environmental factors are described as the entrepreneurship learning variable. The more knowledge about entrepreneurship students gain through craft and entrepreneurship learning, the greater their confidence in developing innovative and creative ideas in entrepreneurial activities.

This research is supported by previous studies conducted by Khafid (2020), Lestari & Sukirman (2020), and Silvia et al. (2020), which show that entrepreneurship education has a positive and significant impact on self-efficacy. Self-efficacy reflects a person's belief that they

can act according to the goals they set. Therefore, it is important to instill self-efficacy values during entrepreneurship education to enhance students' confidence in their competencies to support their success. In addition to knowledge, students also gain practical skills and experience through entrepreneurship learning implemented in craft and entrepreneurship subjects. This type of instruction aims not only to transfer knowledge but also to provide students with opportunities for direct practice in entrepreneurship. This practice directly enhances students' self-confidence, as they can apply the knowledge they have learned in real-world entrepreneurial contexts. This finding is supported by Mozahem & Adlouni (2021), which shows that students who participate in entrepreneurship education experience increased self-efficacy due to their understanding of the tasks given and their confidence in their ability to complete those tasks.

### **The Influence of Self-Efficacy on the *Profil Pelajar Pancasila* Strengthening Project**

The path coefficient analysis supports the fifth hypothesis, which states that the self-efficacy variable has a significant influence on the *Profil Pelajar Pancasila* Strengthening Project among eleventh-grade students at SMA Negeri 15 Semarang. This conclusion is based on the data analysis results, which show a t-statistic value of 15.458, greater than the critical value of 1.96, and a p-value of 0.000, which is less than the significance level of 0.05. Furthermore, the positive original sample (O) value of 0.622 indicates a positive relationship between self-efficacy and the *Profil Pelajar Pancasila* Strengthening Project. Therefore, the fifth hypothesis (H5) is accepted.

This study's findings indicate that self-efficacy significantly impacts the success of the *Profil Pelajar Pancasila* Strengthening Project with an entrepreneurship theme. Students with high self-efficacy demonstrate strong confidence in facing and completing entrepreneurial tasks. They are confident in their ability to achieve project goals, central to the *Profil Pelajar Pancasila*. This approach helps students become more confident, creative, motivated, and competent in executing projects, enabling them to develop skills and values aligned with the *Profil Pelajar Pancasila*.

Bandura's social cognitive theory (1977) describes an interaction between individual factors and environmental factors, which interact to determine the expected outcomes. Personal factors are interpreted as the self-efficacy variable, while environmental factors are interpreted as the *Profil Pelajar Pancasila* Strengthening Project variable. When students engage in *Profil Pelajar Pancasila* Strengthening Project activities at school, they gain entrepreneurship experience that can enhance their confidence in their entrepreneurial abilities.

The project allows students to innovate and actively contribute to advancing the economy in their surroundings. Within the framework of social cognitive theory, self-efficacy affects how students participate in the *Profil Pelajar Pancasila* Strengthening Project. High self-efficacy enhances students' self-confidence, encourages positive interaction with the project environment, influences proactive and persistent behavior, and shapes positive expectations for the desired outcomes. The interaction between personal factors (self-efficacy), environmental factors (P5), and behavior shows how social cognitive theory can be applied to understand and enhance the effectiveness of educational projects like P5 in developing students' entrepreneurial spirit.

This research represents a new initiative to explore the relationship between self-efficacy and the *Profil Pelajar Pancasila* Strengthening Project, which other researchers have not addressed. Recent findings show that high self-efficacy in students can improve the effectiveness of the *Profil Pelajar Pancasila* Strengthening Project. When students are confident they can understand and apply Pancasila values well, they tend to be more enthusiastic and dedicated to participating in project activities. The positive impacts include improved social skills, increased self-confidence, and the ability to actively participate in entrepreneurial activities prioritizing Pancasila values. Therefore, integrating self-efficacy and the *Profil Pelajar Pancasila* Strengthening Project is important in shaping students' entrepreneurial spirit. In addition to strengthening students' commitment to P5 projects, self-efficacy helps students understand and apply Pancasila values as a moral and ethical foundation in developing their entrepreneurial skills.

### **The Influence of Self-Efficacy on Entrepreneurial Spirit Through Entrepreneurship Learning**

The research results show a significant positive influence of entrepreneurship learning in mediating self-efficacy on the entrepreneurial spirit of eleventh-grade students at SMA Negeri 15 Semarang. This can be seen from the data processing results showing a t-statistic value of  $2.314 > 1.96$  and a p-value of  $0.021 < 0.05$ . This finding indicates that the entrepreneurship learning variable as a mediating variable can strengthen the influence of self-efficacy on students' entrepreneurial spirit, meaning that higher self-efficacy will foster an entrepreneurial spirit if accompanied by craft and entrepreneurship learning. The testing of the mediating effect of entrepreneurship learning has a positive relationship in mediating the relationship between self-efficacy and entrepreneurial spirit, as indicated by the positive original sample (O) value of 0.130, so the sixth hypothesis (H6) is accepted.



The results of this study show that entrepreneurship learning can mediate the effect of self-efficacy on entrepreneurial spirit. This is relevant to social cognitive theory, which reveals that the environment influences behavior, and vice versa. Through observation of the actions or behaviors of others, an individual acquires regulations, rules, skills, strategies, beliefs, and attitudes. Bandura (1977) argues that behavior, environment, and internal events in learning that affect attitudes and actions mutually influence each other (Yanuardianto, 2019). According to social cognitive theory, this model has three main factors determining outcome expectations: personal factors (cognitive), behavior, and environment. The interaction between personal factors, environment, and behavior affects social learning. This research interprets personal factors as self-efficacy, behavioral factors as entrepreneurial spirit, and environmental factors as entrepreneurship learning.

This research is supported by previous studies conducted by Nengseh and Kurniawan (2021), which show entrepreneurship education's positive and significant effect on entrepreneurial interest through self-efficacy. This is consistent with the study by Setiaji (2018), which revealed an indirect effect of self-efficacy on entrepreneurial behavior through entrepreneurial intention. Thus, high self-efficacy followed by high entrepreneurship learning will enhance the entrepreneurial spirit of students at SMA Negeri 15 Semarang.

### **The Influence of Self-Efficacy on Entrepreneurial Spirit Through the *Profil Pelajar Pancasila* Strengthening Project**

The research results show that there is a significant positive influence of the *Profil Pelajar Pancasila* Strengthening Project variable in mediating self-efficacy on the entrepreneurial spirit of eleventh-grade students at SMA Negeri 15 Semarang. This can be seen in the data processing results, which show a t-statistic value of  $3.974 > 1.96$  and a p-value of  $0.000 < 0.05$ . This finding indicates that the *Profil Pelajar Pancasila* Strengthening Project variable as a mediating variable can strengthen the influence of self-efficacy on students' entrepreneurial spirit, meaning that higher self-efficacy will foster an entrepreneurial spirit if accompanied by activities of the *Profil Pelajar Pancasila* Strengthening Project. The testing of the mediating effect of the *Profil Pelajar Pancasila* Strengthening Project has a positive relationship in mediating the relationship between self-efficacy and entrepreneurial spirit, as indicated by the positive original sample (O) value of 0.130, so the sixth hypothesis (H6) is accepted.

The *Profil Pelajar Pancasila* Strengthening Project in this study serves as a mediating variable that can enhance or diminish the effect of self-efficacy on entrepreneurial spirit. A person with a tendency to engage in high entrepreneurial activities will see an increase in their



self-confidence, which can also boost their entrepreneurial spirit. The study results indicate that the *Profil Pelajar Pancasila* Strengthening Project can significantly strengthen the effect of self-efficacy on entrepreneurial spirit. This is relevant to social cognitive theory, where self-efficacy within the framework of social cognitive theory plays a key role in developing students' entrepreneurial spirit through the *Profil Pelajar Pancasila* Strengthening Project. High self-efficacy enhances students' self-confidence and encourages positive interaction with the project.

## IV. Conclusion

The results of this study indicate that the entrepreneurial spirit can be developed through entrepreneurship education and the *Profil Pelajar Pancasila* strengthening project in schools. The research model meets the SEM construct validity and reliability assumptions based on SmartPLS. The model fit testing shows that this model is suitable and appropriate for analyzing the relationships between the variables of entrepreneurship education, the *Profil Pelajar Pancasila* strengthening project, self-efficacy, and entrepreneurial spirit.

Entrepreneurship education positively and significantly influences the entrepreneurial spirit, as do the *Profil Pelajar Pancasila* strengthening project and self-efficacy. Self-efficacy also strengthens the influence of entrepreneurship education and the *Profil Pelajar Pancasila* strengthening project on students' entrepreneurial spirit. Overall, this study supports the importance of these factors in developing the entrepreneurial spirit of 11th-grade students at SMA Negeri 15 Semarang.

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