



Entrepreneurship in Grade 4 Elementary School Students (Examining the implementation of the Pancasila Student Profile Strengthening Project)

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Abstract

Education is the right of every Indonesian citizen, whose implementation is strengthened by the 12-year compulsory education program, and curriculum improvements from the 2013 curriculum. become an independent curriculum. This study aims to analyze the implementation of a project to strengthen Pancasila student profiles (P5) on the theme of entrepreneurship based on the independent curriculum for class IV SD Negeri 03 Bejen. This research uses a qualitative and descriptive approach. Data collection techniques used are interviews, observation and documentation. Test the validity of the data using source triangulation and triangulation techniques Data analysis techniques using qualitative data analysis include data collection activities, data reduction, data presentation, and the conclusions of the research results Based on the findings of the research results indicate that the process of planning, implementing and evaluating P5 at SD N 03 Bejen Karanganyar Regency has been carried out well. This can be seen in the planning, implementation, and evaluation.

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INTRODUCTION

Education is a right that must be obtained by every citizen. This is reinforced by Hadromi et al., (2021) stating that education is a process of activity to develop potential which can be done anywhere and anytime. Furthermore, according to the mandate of Law no. 12 of 2002, which is also reinforced by Armadi & Kumala (2023), that education functions to develop and shape the character of the nation's civilization with the aim of developing the potential possessed by students to become human beings of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, democratic, and independent.

At present the world of education is experiencing changes in its components to keep up with the times that continue to progress. This includes the curriculum, which always experiences changes and improvements (Novitasari & Mediatati, 2021). Curriculum according to Aslan (2016) is a form of program that has been compiled as a reference containing lesson plans, content and objectives as well as material that will be implemented to achieve an educational goal. Not long ago the Ministry of Education and Culture has determined a new policy, namely regarding the Independent Curriculum, Setiawan (2021) states that the independent curriculum is a refinement of the previous curriculum, namely the 2013 curriculum, in its application this curriculum is student-centered learning practices and the Pancasila Student Profile is the foundation in the stage of developing content standards, process standards, learning outcomes and assessment standards or assessments of activities face-to-face intracurricular activities in class and co-curricular activities of the Strengthening Pancasila Student Profile Project.

According to the Ministry of Education and Culture and Research and Technology (2021), the Pancasila Student Profile is described as a lifelong learning approach that not only emphasizes cognitive abilities but also focuses on global competitiveness,

competency, character, and adherence to Pancasila values. The Pancasila student profile consists of 6 dimensions, which are: 1. Faith, devotion to God Almighty, and noble character, 2. Global diversity, 3. Mutual cooperation (Royong), 4. Independence, 5. Critical reasoning, and 6. Creativity (Ferdiansyah & Kaltsum, 2023).

In Nursito & Jati (2013), it is explained that entrepreneurial knowledge refers to the foundational knowledge about entrepreneurship that individuals possess. On the other hand, Suryana defines entrepreneurial knowledge as the essential knowledge required to create new products or services, add new value, initiate new businesses, introduce innovative processes/techniques, and establish new organizations (Trisnawati, 2014). According to Priyanto (2009), entrepreneurship education aims to achieve four main objectives: imparting knowledge, skills, and motivation for entrepreneurship, and fostering the development of entrepreneurial skills (Ombili et al., 2022).

The meaning of Entrepreneurship in the independent curriculum is that students identify economic potential at the local level and the problems that exist in developing this potential, as well as its relation to environmental, social and community welfare aspects. Through this activity, creativity and entrepreneurial culture will be developed. Students also gain insight into future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers with integrity.

SD N 03 Bejen is one of the schools in Karanganyar District that has started to pioneer the Independent Curriculum. However, not all classes have the opportunity to implement the Independent Curriculum. Only grades 1 and 4 are implementing it, for grades 2, 3, 5, 6 they are still learning with the K13 curriculum. In addition, in the independent curriculum there is a new program that must be implemented, namely the Project to Strengthen the Pancasila

Student Profile (P5). At SD N 03 Bejen, incidentally, they held P5 with the theme of local wisdom and entrepreneurship. Therefore this study aims to analyze the planning, implementation, and evaluation of the implementation of a project to strengthen the profile of Pancasila students on the theme of entrepreneurship based on the independent curriculum.

METHODS

The research model used is a qualitative approach. This model is used to determine conditions that occur naturally in research subjects. How to conduct research directly to obtain data according to the facts that occur in the field regarding the Implementation Analysis of the Project to Strengthen Pancasila Student Profiles on the Theme (Entrepreneurship) Based on the Independent Curriculum Class IV at SD Negeri 03 Bejen. This type of research is descriptive, research implementation is based on a complete data search process. This type of research is used to complete research on the problem being researched by analyzing and describing data in the form of written or spoken words and pictures that have been obtained from informants (Neuman, 2016).

In this study, researchers will analyze the Implementation of the Project to Strengthen Pancasila Student Profiles on the Independent Curriculum-Based Entrepreneurship Theme for Class IV SD Negeri 03 Bejen, Karanganyar District, Karanganyar Regency, Central Java. SD N 03 Bejen happened to carry out P5 with the theme of local wisdom and entrepreneurship. This entrepreneurial theme is in line with the research that the researchers will carry out, this is what underlies the researchers choosing that location.

Sources of data used are the results of documentation, interview results, and observation results. This study used 3 instruments, namely planning the implementation of a project to strengthen the Pancasila student profile on the theme of

Entrepreneurship, implementing the project to strengthen the Pancasila student profile on the Entrepreneurship theme, and evaluating the project to strengthen the Pancasila student profile on the Entrepreneurship theme.

The subjects in this study were teachers and grade 4 students where they were implementing the independent curriculum. Data collection techniques by: 1. Method of interviewing research subjects, the goal is to collect as much data as possible related to the P5 activities that have been carried out. 2. Methods of school observation, and observation of P5 activity data such as P5 activity modules 3. Documentation methods in the form of photos, videos and documents that support research. Researchers used triangulation techniques and data sources techniques. The triangulation method is carried out by interviewing and then followed by observation to obtain the same information. Qualitative data analysis includes data collection activities, data reduction, data presentation, and conclusions from research results (Rijali, 2019).

RESULTS AND DISCUSSION

Results

Based on the results of research observations that researchers conducted at SD Negeri 03 Bejen, located in Karanganyar Regency, Central Java Province. SD Negeri 03 Bejen is one of the schools with the School Mobilization Program (PSP) in Karanganyar Regency, by implementing the Independent Curriculum and making the Pancasila Student Profile the foundation for strengthening character education in accordance with Pancasila values. This SD has implemented an independent curriculum for one semester. Of course, this curriculum has many differences from the previous curriculum, this is reinforced by the Class IV teacher's statement.

Based on the results of interviews with grade IV teachers, there are differences between the 2013 curriculum and the independent curriculum, especially in learning

where the 2013 curriculum is theme-based learning while the independent curriculum subjects are again separated. In addition, the difference in learning materials is also very pronounced, where elementary school students should receive basic material but receive material that is far above it.

Planning

The stages of planning the Pancasila Student Profile Project start from:

Form a Facilitator Team for the Strengthening Pancasila Student Profile Project.

Identifying the Stages of Readiness of the Education Unit in Carrying Out the Project to Strengthen Pancasila Student Profiles.

Determining the Dimensions and Themes of the Pancasila Student Profile Strengthening Project.

Based on this step, it is obtained that activity P5 is making Thai cassava, Utri, and Gethuk.

Implementation of the Project to Strengthen Pancasila Student Profiles (P5) at SD Negeri 03 Bejen is a form of program from the Independent Curriculum, this curriculum provides more freedom and independence to education units, teachers, and students in each learning process flexibly. Therefore, determining the theme for the Project to Strengthen Pancasila Student Profiles (P5) was also left to the decisions of each school.

Based on the results of the interviews, we can see that the determination of the Entrepreneurship theme in the Project to Strengthen Pancasila Student Profiles (P5) at SD N 03 Bejen was through a Teacher Working Group Workshop (KKG). Julia (2010) defines the Teacher Working Group (KKG) as a forum for teacher professional development which can be used to communicate, exchange ideas and share experiences, carry out various demonstrations, attractions and simulations in learning (Kholil, 2022). On the basis of this workshop, SD N 03 Bejen adopted the theme of Entrepreneurship.

In semester 1, SD Negeri 03 Bejen implemented the Project to Strengthen Pancasila Student Profile (P5) with the theme of entrepreneurship with the topic "Healthy and Nutritious Snacks". Through this topic students learn about what healthy snacks are like and what unhealthy snacks are like. That way students can sort and choose healthy snacks for themselves. Activities that will be carried out on this topic are making preparations from cassava, processed forms of which are Thai cassava, Gethuk, and Utri. The choice of this activity is the choice of the students themselves, the teacher is only a facilitator to support the activities the students choose.

Implementation

Based on the results of the documentation that has been carried out, the implementation of the Pancasila Student Profile Strengthening Project on the theme of Entrepreneurship was carried out for 8 days starting on Monday, 12 – 30 September 2022. This implementation period was not carried out 8 consecutive days. The implementation is divided into 3 parts of time in the order of (1) Implementation of making Thai cassava, gethuk, and utri, (2) Oral assignments, (3) Bazaar Thai cassava, gethuk, and utri.

The implementation of the Character Education-based Strengthening Pancasila Student Profile Project requires the tools and materials to be used. Some of the tools and materials for making Thai cassava, gethuk, and utri use student tuition funds, then some students bring from home. Students don't mind paying dues because the tools and materials are cheap and easy to get. In addition, this project is also divided into two major groups. This is the reason for the use of student contribution funds in the implementation of the Pancasila Student Profile Strengthening Project.

The Pancasila Student Profile Strengthening Project emphasizes 6 profile dimensions that aim at building character according to Pancasila values. The implementation of this project on the theme of

entrepreneurship focuses on several dimensions of the Pancasila Student Profile, not all dimensions can be directly applied simultaneously in one project. The student profile dimensions that appear on the theme of entrepreneurship with the topic "Healthy and Nutritious Snacks" are: (1) mutual cooperation (2) independent, and (3) creative.

Based on the results of the interviews and documentation of this activity, it is carried out based on the project flow of strengthening the Pancasila student profile contained in the module. The flow of activities is as follows:

Pre-Activity Stage

Hold pre-activities include,

1) Teachers discuss identifying CP to determine core competencies as topics 2) The coordinator and the team design the project schedule 3) The schedule is approved by the Principal.

Introduction Stage

The teacher combines a strategy of triggering questions and authentic problems to create learning stimuli

Example:

Have children ever eaten snacks made from cassava?

What are some examples?

How does it feel?

Contextualization Stage

This stage is also the same as the previous stage, which is carried out simultaneously. Here's an explanation.

Students are invited to discuss what snack ideas are made from cassava, for example gethuk, utri, kleyem, Thai cassava 1) Teachers and students plan a form of activity 2) Develop an implementation schedule 3) Determine materials/tools.

Action Stage

This stage was carried out simultaneously. Here's the explanation:

Students carry out activities to prepare tools and materials (Wednesday, 14-9-2022).

Students sequence how to make gethuk, Thai cassava, and Utri (Thursday, 15 -9-2022).

Students do how to make gethuk, Thai cassava, and Utri (Friday, 16 -9- 2022).

Students submit assignments orally on how to make gethuk, Thai cassava, and Utri (Monday-19 -9- 2022).

Students make gethuk, Thai cassava, and Utri to then sell it at the school bazaar during breaks (Thursday, 29 -9- 2022).

Reflection Stage

The sharing, project celebration and follow-up stages conclude the learning flow. Learners disseminate the knowledge gained from the project and get appreciation, ending with reflection and strengthening motivation to apply learning outcomes in daily practice.

Evaluation

Based on the planning and implementation process, the following findings were found at the evaluation stage.

The results of observations and interviews with researchers saw that the implementation of the Pancasila Student Profile Strengthening Project on the theme of Entrepreneurship class IV at SD Negeri 03 Bejen was inseparable from the existence of obstacles. The obstacle that occurs is the implementation schedule of P5. At the beginning of preparing the lesson schedule from Monday to Friday, the Pancasila Student Profile Strengthening Project was held on Friday. While the implementation of P5 will take place on 12 – 30 September 2022. In addition, this project has the theme of Entrepreneurship with the topic "Healthy and Nutritious Snacks" which takes 3 activities, namely making gethuk, Thai cassava, and utri. These activities are food products, in which the ingredients or processed products are easily decomposed.

But the obstacles that occur can still be resolved properly. The existence of this obstacle becomes a lesson so that the implementation of the Pancasila Student Profile Strengthening Project will be even

better in the future. In addition, the emergence of these obstacles naturally occurs considering that the school has just pioneered the independent curriculum and also the Project to Strengthen the Pancasila Student Profile is a new innovation from the independent curriculum. So that there is no previous experience related to the implementation of the independent curriculum.

The explanation of the obstacles above in the Pancasila Student Profile Strengthening Project, namely in the form of a discrepancy between the implementation schedule and the activities to be carried out, can be overcome by diverting the implementation schedule. The purpose of this transfer is that the project, which initially had a schedule every Friday, switches to 8 consecutive days starting on Monday, 12 – 30 September 2022. This implementation is divided into 3 time periods, namely (1) 12-16 September 2022: introduction and implementation of the production of gethuk, Thai cassava and utri, (2) September 19, 2022: collection of assignments, and (3) September 29-30 2022: bazaar and reflection and evaluation. This solution is the best step considering that this activity selects food products so it must be carried out successively.

Discussion

According to Hamdi, (2020) the curriculum is a system that includes objectives, content, evaluation and others that are interrelated at school to obtain the expected results in situations both inside and outside of school (Anwar, 2022). Meanwhile, the Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. In the opinion of (Ainia, 2020) that the independent learning curriculum is in accordance with the ideals of a national figure in Education, namely Ki Hajar Dewantara, which focuses on the freedom to study independently and creatively, which will have an impact on

creating the character of students who have an independent character.

The Pancasila Student Profile Strengthening Project is a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. This project provides an opportunity for students to learn in an informal situation, a flexible learning structure, more interactive learning activities, and also directly involved with the surrounding environment to strengthen various competencies in the Pancasila Student Profile. The competencies and characters described in the Pancasila Student Profile will be realized in the daily life of students through school culture, intra-curricular learning, projects to strengthen Pancasila student profiles and extracurricular activities. this is done in this way so that the six dimensions of the Pancasila student profile can be continuously felt within each individual (Mery et al., 2022). The 6 dimensions of the Pancasila student profile 1). Dimensions of Faith, Fear of God Almighty, and Noble Morals, 2). Global Diversity Dimension, 3). Dimensions of Mutual Cooperation, 4). Independent Dimension, 5). Dimensions of Critical Reasoning, 6). Creative Dimension (Rahimi et al., 2023).

The theme of the Pancasila Student Profile Strengthening Project has been given by the Ministry of Education and Culture which has been determined according to each class or phase, then the elementary school level is phase A to phase C so it is mandatory to determine and choose 2 themes in 1 year, as for the type of theme choices given by Ministry of Education and Culture for the elementary school level, including: "1) a sustainable lifestyle; 2) local wisdom; 3) engineering and technology to build the Unitary State of the Republic of Indonesia; 4) entrepreneurship." (Musdalifa, 2023; Falaq, 2022).

SD N 03 Bejen has successfully implemented the Pancasila Student Profile Strengthening Project with the theme of entrepreneurship on the topic of Healthy and Nutritious Snacks through several activities,

including making Thai cassava, Utri and gethuk. This success can be seen from various research results both through observation, interviews and documentation. Of course, this deserves appreciation because SD N 03 Bejen has just started the independence curriculum. As is known, the Merdeka Curriculum was launched by the Minister of Education and Culture in February 2022 as one of the Merdeka Learning programs to improve the quality of learning (Susilo, 2022 (Susilo & Sihite, 2023). The Pancasila Student Profile Strengthening Project with the theme of entrepreneurship is able to foster an entrepreneurial spirit, this happens because students play an active role in activities and teachers act as facilitators who support student activities.

The success of the Project to Strengthen the Pancasila Student Profile (P5) is of course inseparable from careful planning. Planning is the key to the success of every action taken by educational institutions in achieving common goals and objectives (Khasanah & Prasetyo, 2023). In this plan the teacher working group (KKG) takes a very important role, in which all aspects related to the Strengthening Pancasila Student Profile Project (P5) are discussed together here. Starting from the P5 implementation guidelines/modules, P5 implementation time, the themes taken, and the activities selected are all discussed here so that teachers have no difficulty in carrying out their respective projects. In addition, this




activity is also the choice of the students themselves. Therefore, students really enjoy the activities that have been agreed upon.

Stage by stage the students passed with great joy. Starting from the pre-activity stage, where students discuss with the teacher discussing the project to be carried out. Then proceed with the introduction stage, this stage the role of the teacher is to introduce and open students' insights regarding the project to be carried out. Then it continues to the contextualization stage, where students and teachers jointly design projects, such as implementation schedules, work groups, determine tools and materials. After that it enters the action stage, where students carry out direct practice related to the chosen project, of course at this stage accompanied by the teacher as a facilitator. Then the last stage is the reflection stage where students are given appreciation for the projects they are working on and then given motivation to apply the learning outcomes in daily practice.

The Project for Strengthening Pancasila Student Profiles (P5) at SD N 03 Bejen applies several dimensions to the activity of making Thai cassava, Utri and Gethuk. The dimensions applied include mutual cooperation, independence, critical reasoning, and creative.

The following is an explanation of the activity which shows that there is a profile of Pancasila students in activity P5.

Table 1. P5 activity table

<p>First there is critical reasoning, it can be seen that students and a teacher are discussing the activities to be carried out.</p>	
<p>Second, there is mutual cooperation, students work hand in hand to pile up cassava which is the raw material for making gethuk.</p>	
<p>The third is independent, in the picture it appears that students are boiling processed materials without the teacher's assistance but are still under the teacher's supervision.</p>	

Fourthly there is creativity, students are creatively able to make various preparations from cassava.



Sure, here's the translation of the explanation:

Critical Reasoning:

Critical reasoning refers to students' ability to think critically and analyze situations or information carefully before making decisions or taking actions. In the picture, it can be seen that students and a teacher are discussing the activities to be carried out. Critical reasoning here may involve evaluating various options and potential outcomes of the chosen activity. This is important to develop problem-solving skills and good decision-making.

Mutual Cooperation:

Mutual cooperation is the ability to work together as a team to achieve a common goal. In the picture, students work hand in hand to pile up cassava, which is the raw material for making "gethuk." Teamwork enables tasks to be more efficient and teaches students to work together, appreciate each other's roles, and understand the importance of helping each other to achieve shared goals.

Independent:

Independence refers to students' ability to work independently without constant help or guidance from the teacher or others. In the picture, it can be observed that the students are boiling processed materials without the teacher's assistance but still under the teacher's supervision. This indicates that students have reached a certain level of independence in carrying out their tasks, but they are still supervised to ensure safety and success.

Creativity:

Creativity is the ability to think outside the box and come up with new ideas or innovative solutions. In the picture, students demonstrate their creativity by making various

preparations from cassava. This shows that they not only understand the traditional way of making "gethuk," but also apply their creativity to create new variations in processing cassava into various dishes or products.

In an educational context, these four aspects (critical reasoning, mutual cooperation, independence, and creativity) are highly valued and sought after in students. Implementing these aspects in learning can help students become better prepared to face real-world challenges and become more empowered individuals.

Obstacles during the implementation of the project to strengthen the Pancasila student profile on the theme of Entrepreneurship are considered normal because this is the first time at the Bejen 03 Public Elementary School to carry out a character strengthening project in accordance with Pancasila values. Based on the results of the description of the data that the author has described above with the actual situation, the author will present data analysis from the research results that the researchers obtained in the field regarding the constraints that occur, namely the implementation schedule that is not in accordance with the activities of the Pancasila Student Profile Strengthening Project. In the view of the researcher, this obstacle occurs because the lesson schedule comes out before the project implementation schedule comes out. The researcher argues like that based on the difference between the lesson schedule and the project implementation schedule, in the class schedule.

The solution to overcome the obstacles that occur in the implementation of the Pancasila Student Profile Strengthening Project on the Entrepreneurship theme regarding the discrepancy between lesson schedules and activities is to shift the schedule for carrying out activities according to the

project module. According to the researchers, through the shifting of the schedule, the activities run more effectively and efficiently considering that the activities in the form of making automatic snacks must be carried out in a row. In addition, food products cannot last long, so if they are not carried out in a row, the food or materials that have been processed can rot. Plus students bring some of their own tools from home, where these tools may be needed at home.

CONCLUSION

The independent curriculum is a curriculum that has 2 main structures, namely intra-curricular activities and projects to strengthen the profile of Pancasila students. The project to strengthen the Pancasila student profile is learning that provides opportunities for students to learn in informal situations, flexible learning structures, more interactive learning activities, and also directly involved with the surrounding environment to strengthen various competencies in the Pancasila Student Profile. The implementation of the project to strengthen the profile of Pancasila students at SD N 03 Bejen, Karanganyar has been very good and optimal. This can be seen in the planning, implementation, and evaluation. Careful planning so as to be able to carry out three activities on the theme of entrepreneurship, namely making utri, Thai cassava, and gethuk. Good implementation is shown by students who are very active in each activity and the teacher who always accompanies students until the activity ends so that this activity is so fun. Pancasila values can also be seen in these activities, such as mutual cooperation, independence, creativity and critical reasoning. In the evaluation process, an obstacle was found in the form of implementation time, but this obstacle was able to be resolved properly. Thus, the existence of this project is expected to produce graduates who demonstrate the characteristics and abilities or skills needed and can be achieved, and strengthen the noble values of

Pancasila. Pancasila values can also be seen in these activities, such as mutual cooperation, independence, creativity and critical reasoning. In the evaluation process, an obstacle was found in the form of implementation time, but this obstacle was able to be resolved properly. Thus, the existence of this project is expected to produce graduates who demonstrate the characteristics and abilities or skills needed and can be achieved, and strengthen the noble values of Pancasila. Pancasila values can also be seen in these activities, such as mutual cooperation, independence, creativity and critical reasoning. In the evaluation process, an obstacle was found in the form of implementation time, but this obstacle was able to be resolved properly. Thus, the existence of this project is expected to produce graduates who demonstrate the characteristics and abilities or skills needed and can be achieved, and strengthen the noble values of Pancasila.

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