

Fostering an Entrepreneurial Spirit Through a Project to Strengthen the Profile of Pancasila Students

by ningrumlestari ningrumlestari

Submission date: 27-Feb-2023 10:38PM (UTC+0500)

Submission ID: 2024450197

File name: ICLESS.pdf (482.23K)

Word count: 3216

Character count: 18249



Fostering an Entrepreneurial Spirit Through a Project to Strengthen the Profile of Pancasila Students

Nurus Sobakh, Etta Mamang Sangadji, and Putri Ayu Anisatus Shalikhah^(✉)

Universitas PGRI Wiranegara, Pasuruan, Indonesia
anisaputri412@gmail.com

Abstract. In today's uncertain times, fostering an entrepreneurial spirit through co-curricula learning activities for high school students as a provision to live independently is very necessary. Learning loss and the decrease in students' motivation to carry out learning offline is the impact of distance learning. Through the implementation of the Merdeka Curriculum, schools design learning activities in the form of projects to strengthen the profile of Pancasila students. This research mainly aims to reveal how schools can inspire students' entrepreneurial spirit through a project to enhance the Pancasila student profile. This research is a phenomenon at the high school level in Probolinggo City, which was used as a pilot project for implementing The Merdeka Curriculum by the Ministry of Education, Culture, Research, and Technology. The method used in this study is a qualitative approach using semi-structured interviews, which is used to explore how the project strengthens the Pancasila student profile by improving students' entrepreneurial spirit. Discussions have been fulfilled together with some pupils in four Penggerak School. The collection consisted of documents, observations, and interviews. The result of this study is that Merdeka Curriculum is proficient in fostering the entrepreneurial spirit through Pancasila student profile implementation. Based on these results, the entrepreneurial spirit can be concluded that The project to strengthen the profile of Pancasila students is feasible to be implemented in schools that implement the Merdeka curriculum independently with the outlook that more pupils will have entrepreneurship by carrying out projects in co-curricular activities.

Keywords: the Merdeka curriculum · entrepreneurial spirit · the Pancasila student profile

1 Introduction

The Merdeka curriculum is one of the three curriculum choices that schools can choose to overcome the problem of student learning loss due to the Covid-19 pandemic. The curriculum structure at the high school level is divided into intra-curricula and co-curricular learning in the form of the Pancasila Student Profile Strengthening Project if it is allocated 30% of the total lesson hours per year.

© The Author(s) 2023

B. Mabaroh et al. (Eds.): ICLESS 2022, ASSEHR 685, pp. 272–279, 2023.

https://doi.org/10.2991/978-2-494069-15-2_29

Cross-disciplinary learning to think about solutions and observe problems in the surrounding environment is included in the Pancasila Student Profile Strengthening Project using project-based learning methods, which are very different from learning in intra-curricular programs that are carried out in the classroom. It opens opportunities for students to learn in informal situations, with a flexible learning structure, being directly involved in the surrounding environment, also interactive learning activities to strengthen the various skills and competencies owned by students [1].

Pancasila became the philosophical view of the nation and the basis of the state, which was depicted in the precepts it contained. The Pancasila Student Profile was made to achieve educational goals in Indonesia, where Pancasila students are competent, behave, and have character eternally by the values of Pancasila to preserve national identity, ideals, ideology, and be prepared to face the challenges of the industrial revolution.

The Pancasila Student Profile has six key competencies, namely: (1) having faith, fearing God Almighty, and having noble character which means students who have character, explore religious teachings and beliefs in daily life-day; (2) global diversity means that Pancasila students must uphold their locality, ancestral culture and identity, and always open-minded when having interaction with other cultures, so as to foster mutual respect and appreciation, and allow for the emergence of a new positive culture; (3) mutual cooperation means that students carry out activities together gracefully so that tasks become more manageable and mutual cooperation teaches caring, sharing and collaborating; (4) independent means that students have responsibility for themselves for the process and learning outcomes; (5) critical reasoning means that students can objectively obtain, process, analyze, evaluate, and conclude information both quantitatively and qualitatively; (6) creative means that students are proficient to innovate and produce things that are original, useful, meaningful, and impactful [2].

Students have a crucial role as social revolutionaries in a developing society because students are much more enthusiastic, capable, competitive, mentally and physically strong, and responsive. Students are considered capable of developing and building the Indonesian economy, so the entrepreneurial theme in the Pancasila Student Profile Strengthening Project provides learning and experience on how to have an entrepreneur's character [3].

Entrepreneurship is a creative, active, innovative mental process and has the ability to be something different, new, and valuable for many people [4]. Through the entrepreneurial theme in the Pancasila Student Profile Strengthening Project, the activator school curriculum can foster student innovation and creativity in developing ideas that are created to become products that can be produced and marketed. Students learn to determine what business will be carried out and develop proposals and budgets. At the end of Phase E class X–XII, between 16–18 years old, Pancasila students can generate diverse ideas, express and explore thoughts in works, actions, evaluations, and consider risks and impacts for themselves and the environment by using various points of view, use choices creatively to innovate ideas according to changes happening around [5]. From this, it is hoped that an entrepreneurial spirit will grow that can open up future opportunities sensitive to the welfare of the community, become professionals with integrity, and become a good and skilled problem solver.

2 Methods

This research is in the form of qualitative research, which aims to gain an in-depth understanding and understanding of the meaning of a phenomenon that is happening in the field. The qualitative approach is a process of research and reasoning based on the methodology of investigating a human problem and social phenomenon. In this method, the researcher creates a complex picture, examines each sentence, conducts detailed reporting from the respondent's point of view, and studies the circumstances being experienced [6].

An open-ended interview is an interview technique that explores topics in-depth and identifies and understands what is being experienced. Questions can produce short answers or long answers. The research is a case study evaluation that aims to make the researcher produce a comprehensive description, provide the necessary explanations, and evaluate the events that are currently happening [7].

Implementation of projects to strengthen the profile of Pancasila students has been a discussion among experts for some time. This study was conducted to contribute to the already ongoing previous discussion. From previous research about the phenomenon, the topic for this study was constituted. In order to get to know about students' experiences, we needed to conduct data, observe the specific program, and interview a representative and students' participation in the program. Observations at the projects to strengthen the profile of Pancasila students' implementation were suitable to get an understanding of the context, and interviews were suitable to learn about their own experiences.

This research is qualitative which aims to gain an in-depth understanding of the meaning of a phenomenon happening in the field. Semi-structured interviews were used as one of the instruments in this case study research conducted on 340 informants in Probolinggo city.

Problems that can arise with the used qualitative method is the ongoing discussion on how empirical observations can be independent and objective. This study is aware that if someone other would do this examination, interview other students or examine another organization, the collected data and result would most likely be different. Because of the triangulation methodology in the data collection, this problem is minimized in this study. This study contributes to the ongoing discussion in research about entrepreneurial spirit and projects to strengthen the Pancasila student profile. This study focused that students can foster about entrepreneurial spirit just because they want to keep their interest.

A triangulation methodology has been used in this study to collect the primary data about the phenomena. The collection consisted of: documents, observations, and interviews. The triangulation methodology was used to increase the validity and gain deeper insight into the phenomena [8] (Fig. 1).

To get a deep understanding of the phenomena in this study, the document on how to implement the Pancasila Student Profile Strengthening Project for schools using the 'Merdeka Curriculum'. The documents consisted of Guidelines for the Development of Pancasila Student Profile Strengthening Projects published by the Ministry of Education, Culture, Research, and Technology. When we were reading and processing the information from the documents, we had the six dimensions of the Pancasila student profile and seven themes of the project.

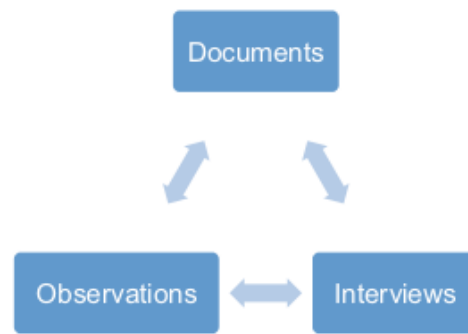


Fig. 1. The triangulation methodology to collect data

Education observations were conducted to gain insight into students' activities in the projects to strengthen the profile of Pancasila students' implementation. In order to get an understanding of how the overall setting works and not look for a particular answer, the observations were in the unstructured form [9].

Even if the observations were unstructured, after the process, interview methods were conducted to gain insight into students' personal perceptions and experiences of the program. Interviews are suitable for getting to know people and learning about their experiences [10]. The interviews were conducted with 340 students within the program, and an interview with the project was performed to gather a deeper insight. Before the interviews, the students were told where they came from, and the purpose of the interviews was presented. The project was one to decide which students were suitable for this study.

3 Findings and Discussion

Inactivity study teaching at school, a student not only absorbs knowledge in the textbook. They also study anything outside of academics that will undoubtedly be useful for them in the upcoming time. Students may already find dreams and ideals, but the learning process in school should steady or develop them.

There are 340 respondents in the study, all high school students in East Java. They have their respective talents in Fig. 2. Of 340 respondents, 21% feel that they have talent in art, 19% of respondents feel they have talent in sports, and 18% feel talented in academics. Interestingly, there are 6% of respondents already feel talented in entrepreneurship, and 3% who have not to know their talent.

Talent is still used (be it informally) to refer to people regarded as sexually attractive [11]. This explanation wants to say that talent is invisible when it is not developed. This is what might happen to the 3% of respondents who do not know their talents yet. With so, school as institution education, hope capable Becomes means development talent.

In addition to talents, interests are also essential to know and develop. Sudirman explains that interest is a favorite to something object or activities that makes someone want to have or do it. The talent, of course, could show what interests' students. However, this is not only the case. The statement can be seen from the comparison between Figs. 2 and 3.

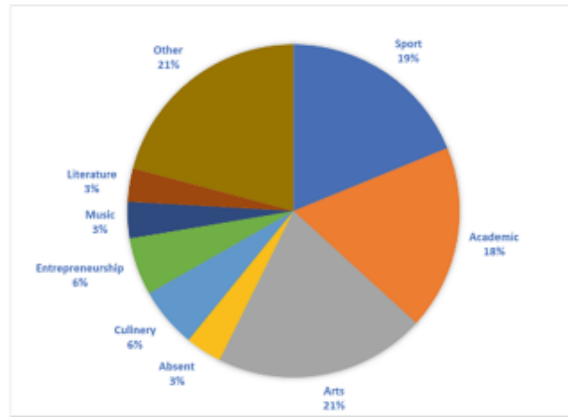


Fig. 2. Respondent Talent

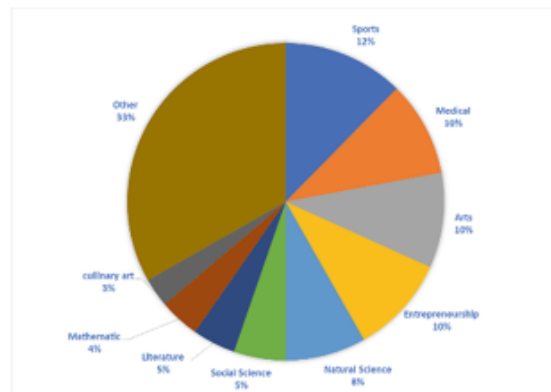


Fig. 3. Respondent's Interest

In Fig. 2, it can be seen that there are 6% of respondents feel talented in entrepreneurship. However, Fig. 3 shows that 10% of respondents are interested in pursuing entrepreneurship. This means that some students do not feel talented in the field of entrepreneurship but are interested in this field.

Developing talents is as essential as developing students' interests. Both of these things can shape the ideals of students. Ideally, ideals are one or many hopes, desires, and goals that a person strives to realize [12]. Ideals are also unique, and those can be different from one person to another. Diversity of ideals is also owned by respondents in this study, as shown in Fig. 4.

As seen in Fig. 4, the goals that the majority of respondents dream of are to become doctors and entrepreneurs or entrepreneurs, each of which is 12%. It can also be seen that there are 4% of respondents do not know the goals they want to realize. This is where the school must play an important role.

Students can discover their talents and interests through teaching and learning activities in schools. That is why schools need a learning system that can give students much experience. The Pancasila Student Profile Strengthening Project can be a good alternative because this learning method offers a variety of activities and knowledge outside the academic field.

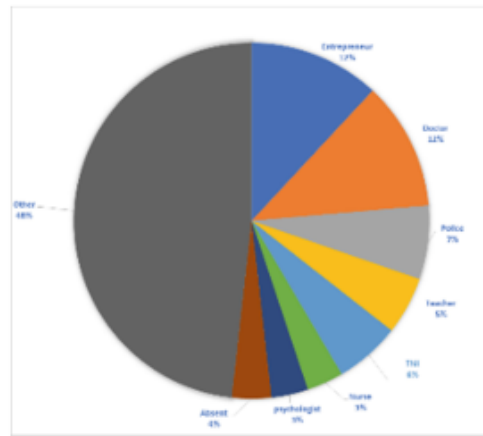


Fig. 4. Respondent's Goals

Respondents stated that during the implementation of the Pancasila Student Profile Strengthening Project, they had various types of activities depending on the theme being applied by the school. This research will focus on the Pancasila Student Profile Strengthening Project with the theme of entrepreneurship.

In the Pancasila Student Profile Strengthening Project, students are trained to create a business in groups with the theme of entrepreneurship. Some respondents do a culinary business by selling the food they make themselves. Some respondents make handicrafts from plastic waste. However, their activities do not stop at doing business; they also have to market and sell their products.

In carrying out these activities, of course, respondents faced various challenges. One of them is the challenge of marketing the products they make so that they can be sold. Most of the respondents faced these challenges by practicing the 4th Pancasila value, namely deliberation and consensus. Respondents, together with their teammates, will discuss to find the best solution.

Merdeka Belajar is a learning concept that focuses on the uniqueness of each individual (who has diverse talents and skills) and builds a conducive and fun atmosphere for learning, so students do not feel burdened with the heavy subject matters. The conducive atmosphere is expected to stimulate the students to think creatively, logically, analytically, and computatively, according to their respective talent and thought [13]. With various activities that need to be carried out, all respondents confirmed that they experienced progress after participating in the Pancasila Student Profile Strengthening Project. Their various abilities are felt to develop, ranging from the ability to work together to create. Some respondents also felt that their ability to deal with and solve problems had improved. Not only that, because they have actually made products, the skills of the respondents were honed.

One of the objectives of implementing the Pancasila Student Profile Strengthening Project is to create an entrepreneurial spirit. Of the total 340 respondents, 338 felt that the Pancasila Student Profile Strengthening Project had fostered an entrepreneurial spirit. Most respondents said their creativity developed after implementing the Pancasila Student Profile Strengthening Project. Several respondents also said that entrepreneurial values such as innovation, ambition, and discipline were growing. Entrepreneurship is

a process of creativity and innovation that has a high risk of generating added value for products that are beneficial to society and bring prosperity to entrepreneurs [14]. After facing the real business world, respondents also feel that they were more courageous and mature in taking risks.

The Pancasila Student Profile Strengthening Project has been significantly successful in cultivating an entrepreneurial spirit and enhancing students' abilities. If students gain knowledge through teaching and learning activities, they will get new experiences that will bring out their interests and talents. Thus, through school, students develop not only hard skills but also soft skills, which are just as important in modern life as it is today, in line with the results of the study conducted by Carnawi in 2017 that the application of the PjBL model containing etnosains can cultivate an entrepreneurial attitude in all aspects in the experimental class and the confidence aspect in the control class [15].

4 Conclusion

Penggerak Schools that implement the Merdeka Curriculum are proficient in fostering the entrepreneurial spirit of their students, and students, through the themes contained in the Pancasila Student Profile Strengthening Project, can have an impact on oneself and the surrounding environment and even realize an advanced Indonesia that is independent, personable, and sovereign. Based on the results of this study, The Merdeka Curriculum is very appropriate to be applied in all schools in Indonesia that want to improve the entrepreneurial spirit of their students.

Acknowledgments. We want to express our special thanks to all of the team who gave us the golden opportunity to do this project, which also helped us in doing much research, and we came to know about so many new things, and we are really thankful to them.

References

1. Pendidikan, K. (2021). Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jakarta 2021 Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila.
2. Pendidikan, K. (2022). Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia.
3. Dindin. (2020). Menggali Potensi Jiwa Kewirausahaan Generasi Muda Berbasis Pancasila. *I*(1).
4. Wibowo, W. (2015). 137 Kewirausahaan Pancasila: Suatu Tinjauan Kebijakan Ekonomi Pemerintah, Ekonomi Kerakyatan Yang Mandiri, dan Orientasi Pendidikan Kewirausahaan Pancasila (Vol. 1, no. 2).
5. Pendidikan, K. (2022). Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 009/H/KR/2022 Tentang Dimensi, Elemen, Dan Sublemen Profil Pelajar Pancasila Pada Kurikulum Merdeka Kepala Badan Standar, Kurik.
6. de Lacey, S., Kirkman, M., & Hammarberg, K. (2016). Qualitative research methods: When to use them and how to judge them.

7. Johnson, J. C., et al. (2018). Open-ended interview questions and saturation.
8. Aocnp, D., Arnp, B. C., & Cope, G. (2014). The use of triangulation in qualitative research (Vol. 41, no. 5).
9. Imron, I. F., & Saidah, K. (2022). Implementation of the operational curriculum of Sekolah Penggerak program at elementary schools. 9(1).
10. Anozzi, C. B., & Adhabi, E. (2017). Literature review for the type of interview in qualitative resea. 9(3).
11. Cruz, T., González, F., Dries, N., & Gallardo-Gallardo, E. (2013). What is the meaning of 'talent' in the world of work?
12. Nafukho, F. M., Wekullo, C. S., & Muyia, M. H. (2018). Talent development in emerging economies through learning and development capacity building. 4.
13. Kusumastuti, Y. S., Parlina, N., Anugrahsari, S., & Sihombing, A. A. (2021). Merdeka Belajar in an online learning during the Covid-19 outbreak: Concept and implementation. 17(4).
14. Mustiningsih, M., & Arjanto, P. (2022). How principles develop entrepreneurship i school? A literature review. 1(1).
15. Pratama, H., & Prastyaningrum, I. (2019). Problem-based learning model for three-phase induction motor (Vol. 9, no. 1).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.



Fostering an Entrepreneurial Spirit Through a Project to Strengthen the Profile of Pancasila Students

ORIGINALITY REPORT

10%

SIMILARITY INDEX

10%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

www.diva-portal.org

Internet Source

10%

Exclude quotes On

Exclude matches < 10%

Exclude bibliography On

Fostering an Entrepreneurial Spirit Through a Project to Strengthen the Profile of Pancasila Students

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8
