

Building Independent and Creative Characters: Entrepreneurship Programs in Strengthening the Profile of Pancasila Students in Elementary Schools

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Abstract: This study is motivated by the demand for schools to implement the “Merdeka Curriculum,” including SDIT Juara, which incorporates the Pancasila student profile strengthening project through entrepreneurship programs. The objectives of this study are to describe: (1) the implementation of P5 in the entrepreneurship program, and (2) the supporting and inhibiting factors in the execution of P5 in the entrepreneurship program. Employing a qualitative descriptive approach, the study involved first- and fourth-grade teachers, the curriculum vice principal, the school principal, and students as research subjects. Data collection methods included observations, interviews, and documentation. Data analysis followed the steps of data reduction, data presentation, and data verification, with data credibility tested through source and technique triangulation. The findings indicate: (1) the implementation of P5 involves a facilitation team, dimensional structuring, and time allocation conducted weekly on Saturdays, guided by project modules. P5 is carried out across six dimensions through three stages: planning, implementation, and evaluation. (2) Supporting factors include adequate facilities and infrastructure, enthusiasm among teachers and the school community, support from the surrounding environment, collaboration among educators, and budget allocation. However, challenges arise from the novelty of the curriculum, insufficient monitoring, and the diverse characteristics of students.

Keywords: Pancasila Student Profile Strengthenig Project, Entrepreneurship, Character

INTRODUCTION

The field of education cannot be separated from the curriculum, which serves as a guide or reference for educators to facilitate the learning process and achieve educational objectives across all levels. Curricula undergo continuous development and revision in response to societal demands. The government endeavours to establish and maintain a national education system to meet these objectives,¹ leading to annual

¹ Kemendikbud, *Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran* (Jakarta, 2022), 28.

updates culminating in the “Merdeka Belajar” Curriculum.² This initiative aims to equip students with advanced cognitive skills and prepare them for technological modernization.

The Indonesian Ministerial Decree No. 262/M/2022, amending Decree No. 56/M/2022 on Curriculum Implementation Guidelines for Learning Recovery, outlines the structure of the curriculum for primary and secondary education into two main activities: (1) intracurricular learning and (2) Pancasila student profile strengthening project. Intracurricular learning activities for each subject are aligned with the intended learning outcomes, while P5 projects aim to reinforce the attainment of the Pancasila student profile as guided by graduation competency standards.³

In the Pancasila Student Profile Project (P5), as part of the implementation of the “Merdeka Curriculum,” activities are carried out in two phases: conceptual and contextual. These activities grant students freedom in their learning processes, with flexible instructional structures. One key aspect of differentiated learning applied in the P5 is aligning students’ interests with their chosen learning paths and their commitment to achieving the most beneficial learning outcomes. The P5 project is executed through work culture, school culture, intracurricular learning, and co-curricular activities. It also emphasizes initiatives to develop students’ skills and character, which are integrated into daily life and embodied within each individual. The learning objectives of the Pancasila Student Profile Project (P5) include engagement in project-based learning that leverages the students’ immediate environment and facilitates interactions within it. This approach allows for a holistic integration of character development, fostering lifelong learners who embody Pancasila values.⁴

The objectives of P5 include fostering project-based learning in proximal environments to enable interaction with these settings. According to the guidelines set by the Ministry of Education, Culture, Research, and Technology, P5 emphasizes producing lifelong learners

² Ahmad Sahnun and Tri Wibowo, “Arah Baru Kebijakan Kurikulum Merdeka Belajar Di Sekolah Dasar,” *SITTAH: Journal of Primary Education* 4, no. 1 (2023): 29–43, <https://doi.org/10.30762/sittah.v4i1.783>.

³ Kepmendikbudristekdikti, “Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran,” *Menpendikbudristek*, 2022, 1–112, https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix_Salinan_JDIH_Kepmen_Perubahan_56_Pemulihan_Pembelajaran.pdf.

⁴ Jamaludin Jamaludin et al., “Penerapan Nilai Profil Pelajar Pancasila Melalui Kegiatan Kampus Mengajar Di Sekolah Dasar,” *Jurnal Cakrawala Pendas* 8, no. 3 (2022): 698–709, <https://doi.org/10.31949/jcp.v8i3.2553>.

who are competent, character-driven, and embody Pancasila principles.⁵ The Pancasila student profile integrates competencies aligned with graduation standards to foster character development rooted in Pancasila principles.

The Pancasila Student Profile Strengthening Project (P5) aims to achieve the ideal of Pancasila by providing students with opportunities to gain knowledge and experiences that contribute to character development and foster awareness of their immediate environment. This aligns with research conducted by Acep Iyan et al., which highlights that the implementation of P5 emphasizes Pancasila values as the foundation of education. These values are closely tied to creativity, critical thinking, independence, and collaboration. The implementation of P5 can be integrated into entrepreneurial teams by adopting the four core values of the Merdeka Curriculum: creativity, critical thinking, independence, and collaboration. These interconnected values work synergistically to prepare students to be productive and adaptive individuals in the face of rapid societal changes.⁶

The implementation of the Pancasila Student Profile Strengthening Project (P5) is carried out with flexibility in both content and timing. In terms of content, the project must align with the Pancasila student profile outcomes appropriate to the students' developmental phase, without necessarily being tied to subject-specific learning outcomes. Regarding its timing, approximately 20% of the annual learning workload is allocated to P5 activities. The P5 initiative holds significant importance for students as it serves as an effective mechanism to nurture lifelong learners who possess not only competence and integrity but also behaviours that reflect the values of Pancasila.⁷ This flexible approach ensures that the program addresses students' holistic development, fostering character and skills essential for their roles in a dynamic and evolving society.

⁵ Kementerian Pendidikan, "Dimensi, Elemen, Dan Sublemen Profil Pelajar Pancasila Pada Kurikulum Merdeka" (Jakarta, 2022).

⁶ Acep Iyan et al., "Penerapan Projek Penguatan Profil Pelajar Pancasila Tema Kewirausahaan Untuk Meningkatkan Minat Berwirausaha Siswa Sekolah Dasar," *Indo-MathEdu Intellectuals Journal* 4, no. 3 (2023): 2921, <https://doi.org/10.54373/imeij.v4i3.619>.

⁷ Annisa Intan Maharani, Istiharoh Istiharoh, and Pramasheila Arinda Putri, "Program P5 Sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat Dan Upayanya," *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora* 1, no. 2 (2023): 176–87, <https://doi.org/10.59024/atmosfer.v1i2.153>.

The significance of P5 lies in its role as an effective mechanism for fostering lifelong learners with competencies, integrity, and behaviours aligned with Pancasila values. P5 encompasses six dimensions: (a) faith in God Almighty and moral integrity; (b) global diversity; (c) collaborative efforts; (d) intelligence; (e) autonomy; and (f) critical thinking.⁸ Schools may choose from six main themes for P5: (a) sustainable lifestyles; (b) local wisdom; (c) unity in diversity; (d) physical and emotional development; (e) democratic expression; and (f) entrepreneurship.⁹

Entrepreneurship, as a co-curricular subject under the current curriculum, aims to nurture entrepreneurial readiness among students. By integrating entrepreneurial qualities into school activities, students are expected to develop skills and character conducive to entrepreneurship. Differentiated project-based learning has been identified as crucial for enhancing Pancasila student profiles, fostering skill development and a greater passion for learning.¹⁰

To implement entrepreneurial programs effectively, school principals must possess professional capacity for management functions. Entrepreneurial initiatives allow for the organization and execution of plans to achieve educational goals. SDIT Juara, a leading private elementary school in Curup Tengah, offers comprehensive infrastructure and facilities, including sports venues, prayer spaces, laboratories, and more. Since the 2021 academic year, the school has implemented the “Merdeka Curriculum,” including co-curricular activities like P5 projects focusing on entrepreneurship, diversity, and talent development.

The entrepreneurship program is a key initiative for school principals, requiring innovative leadership to mobilize resources and meet school needs. Principals bear the responsibility of innovating in learning and school management, setting an example for staff by demonstrating hard work and problem-solving abilities.

⁸ Annisa Arinil Haq et al., “Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Pada Kurikulum Merdeka Di SD Negeri 18 Kota Padang,” *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa* 3, no. 1 (2024): 194–99, <https://doi.org/10.58192/insdun.v3i1.1819>.

⁹ Kemendikbud, “Kajian Pengembangan Profil Pelajar Pancasila” (Jakarta, 2020), 8.

¹⁰ Tia Nafaridah et al., “The Analysis of P5 Activities as the Application of Differentiated Learning in the Free of the Digital Era at SMA Negeri 2 Banjarmasin,” *Seminar Nasional (PROSPEK II) “Transformasi Pendidikan Melalui Digital Learning Guna Menuju Merdeka Belajar”* 12, no. 2 (2023): 84–95.

Interviews with the SDIT Juara curriculum vice principal reveal that P5 implementation at the school focuses solely on entrepreneurship. This choice aligns with the school's infrastructure and supportive environment, promoting students' character development through national values. All students participate in the entrepreneurship program, which incorporates three key dimensions: faith in God Almighty and moral integrity, independence, and creativity.¹¹ Activities include school-based and field visits, culminating in "Market Day" events showcasing student innovations, such as food, beverages, and products developed collaboratively.¹²

This research aims to describe the implementation of P5 through entrepreneurship programs and identify the factors facilitating and hindering its application at SDIT Juara.

RESEARCH METHOD

The methodology employed in this study is qualitative in nature. The objective of qualitative research is to gain an in-depth understanding of phenomena experienced by research subjects, encompassing but not limited to behaviours, perceptions, motivations, and actions, utilizing diverse natural techniques in unique natural settings.¹³ The selection of research subjects was conducted using purposive sampling, a technique aimed at selecting samples or subjects based on specific objectives or requirements. The research subjects included the school principal, the curriculum vice principal, and teachers.

The data collection methods used in this study included observations, interviews, and documentation. Observations focused on the implementation of the Pancasila student profile strengthening project. Interviews were conducted with the school principal, the curriculum vice principal, and teachers regarding the implementation of P5 through entrepreneurship programs. Documentation was also collected to support data on P5 implementation in these programs.

Data analysis followed a structured process comprising three stages: data reduction, data presentation, and conclusion drawing.¹⁴ To

¹¹ Silvi Tri Kania Putri, "Modul Proyek Penguatan Profil Pelajar Pancasila" (padalarang, 2023), 17.

¹² Interview with the Curriculum Vice Principal at SDIT Juara

¹³ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2008), 6.

¹⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2016), 246.

ensure data validity, the triangulation method was applied, encompassing both technique triangulation and source triangulation. Technique triangulation involved verifying the accuracy of data using multiple methods, while source triangulation compared the results of interviews from different respondents to ensure consistency and reliability.¹⁵

RESULTS AND DISCUSSION

This study provides an in-depth insight into how entrepreneurship programs are integrated with Pancasila values at SDIT Juara, including the challenges and successes encountered during implementation. Through meticulous planning, systematic execution, and comprehensive evaluation, the program aims to strengthen the Project of Pancasila Student Profile (P5) while fostering entrepreneurial mindsets grounded in national values. The findings are outlined as follows:

1. Planning the Implementation of Pancasila Student Profile Projects (P5) at SDIT Juara

Planning begins with: a) Formation of a facilitator team for Pancasila Student Profile (P5) Projects; b) Identifying the readiness of the educational unit; c) Designing dimensions, themes, and time allocation for P5 projects; d) Developing project modules; e) Designing strategies for reporting project outcomes.¹⁶

2. Implementation of Pancasila Student Profile (P5) Projects in the Entrepreneurship Program at SDIT Juara

In the implementation of Pancasila student profile strengthening project (P5) within the entrepreneurship program at SDIT Juara, the process begins as follows:

a. School Readiness Analysis

According to the school principal: “School principal support is provided for teachers assigned to teach P5 through regular meetings to foster collaboration among teachers and the broader community”¹⁷

b. Formation and Assignment of Facilitator Teams

The facilitator team is established by the school principal. According to the principal of SDIT Juara, the facilitator team consists of catalyst teacher (*guru penggerak*) responsible for program planning and product creation.¹⁸ This statement is corroborated by

¹⁵ Hamidi, *Metode Penelitian Kualitatif*, (Malang: UMMPress, 2004), 82.

¹⁶ An Interview with the Principal of SDIT Juara

¹⁷ An Interview with the Principal of SDIT Juara

¹⁸ Interview with the Principal of SDIT Juara

the curriculum vice principal, who noted that the composition of the facilitator team is tailored to the school's specific conditions and delegated to the respective homeroom teachers. This alignment ensures the effective implementation of the Pancasila Student Profile Strengthening Project (P5) within the school context.¹⁹

c. Defining Dimensions, Themes, and Time Allocation

According to the school principal, themes for the Pancasila Student Profile Strengthening Project (P5) are selected and determined by the school based on its specific needs. At SDIT Juara, entrepreneurship was chosen as the primary theme.²⁰ This decision aligns with the statement of the curriculum vice principal, who emphasized that theme selection is guided by the school's contextual conditions, including its environment and the availability of supportive facilities and infrastructure. This alignment ensures that the chosen theme is both relevant and feasible for successful implementation.²¹

d. Module Development

The modules utilized in the implementation of the Pancasila Student Profile Project (P5) are based on government-issued modules, which are then modified to suit the specific conditions of the school and the abilities of the students.²² This approach was further affirmed by teachers, who noted that the modules, sourced from the Platform *Merdeka Mengajar*, were adapted to align with the unique needs and context of the students. Such modifications ensure that the instructional materials remain relevant and effective in supporting the program's objectives.²³

e. Evaluation Planning

Based on interviews with the school principal, the final evaluation of the Pancasila Student Profile Project (P5) is designed to be conducted annually, with the results documented in a dedicated P5 report card.²⁴ Furthermore, according to teachers, the evaluation process includes a final report utilizing observation

¹⁹ Interview with the Curriculum Vice Principal at SDIT Juara

²⁰ Interview with the Principal of SDIT Juara

²¹ Interview with the Curriculum Vice Principal at SDIT Juara

²² Interview with the Principal of SDIT Juara

²³ Interview with the Grade IV Homeroom Teacher at SDIT Juara

²⁴ Interview with the Principal of SDIT Juara

rubrics as the primary instrument, along with activity documentation. The outcomes of the assessment are systematically incorporated into the P5 report card, ensuring a comprehensive record of student progress and achievements.²⁵

3. Implementation of Pancasila Student Profile Strengthening Projects (P5) at SDIT Juara

The implementation phase of the Pancasila Student Profile Strengthening projects (P5) at SDIT Juara begins with the preparation of learning resources and proceeds to project execution. The details are as follows:

a. Preparation of Learning Resources

Based on interviews with the school principal, the preparation phase involves tasks such as students gathering the necessary materials and tools.²⁶ The curriculum vice principal added that teachers guide their students in identifying and preparing the required resources for the project.²⁷

b. Implementation Phase

According to teacher interviews, the implementation phase of the Pancasila Student Profile Strengthening project (P5) involves four key stages: group formation among students, providing instructions on the procedures for product creation, conducting practice sessions to produce sample products, Finalizing and showcasing the completed products through hands-on performance.²⁸

In addition to the interviews, observations conducted by the researchers revealed that students participated in P5 activities with high levels of enthusiasm. Although minor challenges were encountered during the process, students remained cheerful and engaged throughout the activities.²⁹ Upon completing the classroom-based projects, the school organized a “Market Day” event, which served as a platform for students to exhibit their creations. The primary objective of this event was to help students understand the market value of the products they developed during the P5 activities, thereby linking the learning outcomes to real-world entrepreneurial applications.

²⁵ Interview with a Teacher of SDIT Juara

²⁶ Interview with the Principal of SDIT Juara

²⁷ Interview with the Curriculum Vice Principal at SDIT Juara

²⁸ Interview with a Teacher of SDIT Juara

²⁹ Observation of P5 Activities at SDIT Juara

4. Evaluation of Pancasila Student Profile Stengthening Projects (P5)

The effectiveness of the implemented activities is assessed through evaluations designed according to a predetermined assessment framework. At SDIT Juara, evaluations of the Pancasila Student Profile Stengthening Projects (P5) are conducted in line with the established evaluation plan. Based on interviews with the curriculum vice principal, the evaluation process involves observation using three criteria: highly developed, well-developed, and not yet developed.³⁰ Teachers further explained that evaluations and reporting are conducted once during the even semester or at the end of the academic year. These assessments aim to evaluate the extent to which the entrepreneurial programs developed by students reflect key Pancasila values, such as collaboration, diversity, and independence.³¹

Interviews with the school principal and teachers identified several factors supporting the successful implementation of P5 in the entrepreneurship program at SDIT Juara: facilities and infrastructure: Adequate physical resources to support learning activities, teacher and community enthusiasm: High levels of engagement from teachers, students, and the surrounding community, and funding: Financial resources allocated to support the program's implementation.³²

Despite these supporting factors, the implementation of P5 projects faced several challenges, including: new curriculum: the novelty of the curriculum created gaps in understanding among educators and students regarding the specifics of P5 and its integration into the Merdeka Curriculum, and diverse student characteristics: differences in students' abilities and learning styles required additional effort from teachers to address these variances effectively.³³

These findings underscore the importance of addressing both the strengths and challenges in the P5 implementation to enhance its effectiveness in fostering entrepreneurial and Pancasila values among students.

³⁰ Interview with the Curriculum Vice Principal at SDIT Juara

³¹ Interview with a Teacher of SDIT Juara

³² Interviews with the Principal and Teacher of SDIT Juara

³³ Interviews with the Principal and Teacher of SDIT Juara

Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Entrepreneurship Program

The Pancasila Student Profile Strengthening Project (P5) represents an ideal framework aimed at nurturing Indonesian students with competencies aligned with the six dimensions of P5: faith in God Almighty, noble character, global diversity, collaboration, independence, critical thinking, and creativity. One of the key strategies for character development under the P5 framework is the implementation of project-based learning. These projects not only enhance students' cognitive abilities but also strengthen their character development.

The Ministry of Education and Culture has prepared five thematic options for implementing P5: (1) Sustainable Lifestyles, (2) Local Wisdom, (3) Unity in Diversity, (4) Technology and Engineering for National Development, and (5) Entrepreneurship.³⁴ Teachers are given the flexibility to select themes and are encouraged to innovate and design creative projects that ensure student engagement. At SDIT Juara, entrepreneurship was chosen as the project theme due to its relevance to the school's environment, availability of facilities, and its potential to foster students' independence and creativity. Entrepreneurship activities at SDIT Juara stem from local school practices, such as creating crafts from recycled materials. These activities aim to introduce students to entrepreneurial values, foster their appreciation of entrepreneurship, and integrate Pancasila values into their actions. Teachers play a crucial role in these projects, designing simple yet impactful entrepreneurship programs that help students understand and internalize entrepreneurial principles while practicing Pancasila values.

This aligns with the findings of Maselinda Mavela and Aditya Pringga Satria, who identified three key aspects of creative character in students involved in P5: 1) The ability to generate inspiration and create new ideas, offering innovative solutions distinct from peers; 2) The ability to modify and adapt existing works into new, original creations; and 3) The capacity to produce varied ideas while demonstrating curiosity, originality, flexible collaboration, and independence.³⁵ Contrastingly, research by Siti Zainatun Umaro et al. focused on a different dimension of the Pancasila Student Profile, emphasizing the

³⁴ Kemendikbud, "Kajian Pengembangan Profil Pelajar Pancasila." Jakarta, 14 Desember 2020), 8

³⁵ Maselinda Mavela and Aditya Pringga Satria, "Nilai Karakter Kreatif Peserta Didik Dalam P5 Pada Peserta Didik Kelas IV Tema Kewirausahaan SDN 2 Pandean," *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial* 2, no. 3 (2023): 152–58, <https://doi.org/10.57218/jupeis.vol2.iss3.776>.

value of collaboration. Their study highlighted the successful implementation of this dimension among students and its integration into the classroom context, particularly in the professional teacher training program (P3K).³⁶

The implementation of the P5 entrepreneurship program at SDIT Juara incorporates several structured steps, ensuring both alignment with the P5 dimensions and a practical approach to achieving educational objectives. These steps provide a robust foundation for character and skill development among students, while also offering a model for integrating thematic projects into school curricula effectively. Planning Stages of the Pancasila Student Profile Strengthening Project (P5).

Prior to implementing the Pancasila Student Profile Strengthening Project (P5), teachers must first engage in meticulous planning. Based on observations and interviews conducted during the research, the planning process involves defining objectives, determining the type of activities, establishing schedules, specifying locations, and organizing committees. The planning framework includes three primary stages: planning, implementation, and evaluation. According to the Guidelines for Developing the Pancasila Student Profile Project, published by the Ministry of Education, Curriculum Standards, and Assessment, the planning process for P5 consists of five essential steps: forming an implementation team, identifying the readiness level of the educational unit, determining the dimensions, themes, and time allocation for the project, developing the project module.³⁷

At SDIT Juara, a facilitator team plays a critical role in planning, executing, and evaluating the P5 project activities. While this team forms the backbone of the project, teachers also establish a coordination team or committee to oversee project implementation. This approach addresses the gaps in teachers' understanding of the Merdeka Curriculum, as they are still familiarizing themselves with the framework through relevant professional development activities.

³⁶ Siti Zainatun Umoro and Titi Anjarini, "Analisis Karakter Profil Pelajar Pancasila Dimensi Gotong Royong Tema Kewirausahaan Pada Peserta Didik Kelas Iv Sdn Jatingarang," *Jurnal Pendidikan Dasar* 4, no. 2 (2023): 119, <http://jurnal umpwr.ac.id/index.php/jpd>.

³⁷ M. Rizky Satria et al., "Buku Panduan Projek Penguatan Profil Pelajar Pancasila," 2024, 207, https://kurikulum.kemdikbud.go.id/file/1720050654_manage_file.pdf.

Assessing Readiness of the Educational Unit, SDIT Juara's readiness to implement P5 is categorized at the initial stage, as outlined in educational readiness theories, which classify readiness into three levels: initial, developing, and advanced.

Designing dimensions, themes, and time allocation, At SDIT Juara, entrepreneurship was selected as the theme for the P5 project due to its relevance to the school's environment, infrastructure, and suitability for fostering independence and creativity in students. The project is implemented weekly, every Saturday, in grades I and IV, with one dedicated day per week. This approach aligns with Made Wena's framework, which emphasizes that every activity should be clearly formulated with general and specific learning objectives to ensure clarity and purpose.³⁸

Developing learning modules, the project modules are created following the guidelines for P5 project implementation, which emphasize four key components: the module itself, objectives, activities, and assessment. Teachers are given the flexibility to create or adapt modules as needed. At SDIT Juara, the government-provided modules serve as references but are modified to suit the specific conditions and abilities of the students. The modified modules include topics, required materials, and step-by-step instructions tailored to the school's context.

Last, reporting strategy, the final stage in the planning process involves designing a reporting strategy. According to the P5 project implementation guidelines, project evaluation uses specific assessment instruments. At SDIT Juara, this takes the form of a project report card, which consolidates the evaluation results and provides a comprehensive record of students' performance throughout the project.

This structured planning approach ensures that the Pancasila Student Profile Strengthening Project (P5) is effectively aligned with its objectives, offering students meaningful learning experiences that promote the values of Pancasila and foster character development.

Based on the above discussion of the planning stages, the Pancasila Student Profile Strengthening Project (P5) at SDIT Juara demonstrate both alignment with and deviations from established theoretical frameworks. Key components such as the formation of the facilitator team, assessment of the educational unit's readiness, theme allocation, and the development of project guidelines tailored to specific needs adhere closely to theoretical and guideline standards. These

³⁸ Made Wena, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional* (Jakarta: PT Bumi Aksara, 2010), 111.

practices reflect a structured and adaptive approach to planning that aligns with best practices in educational project implementation. However, discrepancies arise in the formulation of clear strategies and evaluation mechanisms. While the theoretical framework emphasizes the importance of well-defined evaluation strategies to measure project success and inform improvements, the findings reveal gaps in this area. This misalignment suggests a need for further refinement in the design and execution of the evaluation processes to ensure consistency with theoretical expectations and to enhance the overall effectiveness of the Pancasila Student Profile Strengthening Project (P5).

Implementation of the Pancasila Student Profile Strengthening Project (P5)

The implementation phase of the Pancasila Student Profile Strengthening Project (P5) at SDIT Juara follows a structured and collaborative process. Teachers coordinate with the school principal, hold preparatory meetings with colleagues, socialize project activities with homeroom teachers and students, prepare necessary materials and tools, form student groups, and explain entrepreneurial concepts.

The steps in the learning activities of Pancasila Student Profile Strengthening Project (P5) at SDIT Juara align with standard models for implementing such initiatives. These steps include: 1) Discover: Identifying and raising students' awareness about waste management and its implications for climate change. 2) Imagine: Exploring local environmental issues related to the project theme. 3) Act: Applying lessons learned through tangible actions. 4) Share: Completing the process by showcasing their creations and conducting evaluations.

For instance, first- and fourth-grade teachers facilitated introductory activities involving self-awareness exercises, such as exploring materials and watching videos on the diversity of ethnicities, religions, and genders in Indonesia. Students were encouraged to observe and analyse local environmental issues as part of the project theme. These efforts culminated in tangible outcomes, such as first-grade students creating products related to the project's objectives. The final stage provided students with an opportunity to share their work with peers, fostering a sense of accomplishment and reinforcing collaborative learning. Teachers concluded the process with evaluations to assess the learning outcomes and the alignment of student projects with the objectives of P5. This systematic and reflective approach

ensures that the Pancasila Student Profile Strengthening Project (P5) not only enhances students' understanding of environmental and entrepreneurial concepts but also instils the core values of Pancasila through active and experiential learning

Evaluation of the Pancasila Student Profile Strengthening Project (P5)

Observations conducted during the study confirm that the P5 program has positively impacted student behaviour. Changes noted include an increased openness among students, a greater willingness to respect others, and the ability to avoid discrimination against peers. These behavioural shifts reflect the program's success in fostering Pancasila values within the educational setting.

As highlighted by Made Wena, evaluation is an indispensable stage in any educational initiative. It serves to measure the effectiveness of activities and assess students' learning abilities. For evaluations to be meaningful, they must utilize appropriate instruments and follow proper procedures. This approach ensures that the outcomes of the evaluation can inform necessary improvements in the program.³⁹

The evaluation process does not focus solely on identifying deficiencies but rather on comprehensively examining the implementation of the program. This includes assessing the fluidity of the process, its alignment with pre-determined plans, and identifying challenges encountered during implementation.⁴⁰ By systematically addressing these elements, evaluations can provide actionable insights for enhancing the quality and impact of the Pancasila Student Profile Strengthening Project (P5) in fostering holistic student development.

Supporting and Inhibiting Factors in the Implementation of the Pancasila Student Profile Strengthening Project (P5) within the Entrepreneurship Program.

The second focus of this study examines the supporting and inhibiting factors in implementing the Pancasila Student Profile Strengthening Project (P5) within the entrepreneurship program at SDIT Juara. Data obtained through interviews, observations, and documentation reveal significant insights into the implementation of

³⁹ Made Wena..., 117.

⁴⁰ Hamdani, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional* (Bandung: CV. Pustaka Setia, 2011), 304.

project activities designed to foster student creativity through structured and well-timed activities.

The successful implementation of educational programs often relies on the collective support of school principals, teachers, and the surrounding community. At SDIT Juara, the implementation of the Pancasila Student Profile Strengthening Project (P5) to build creativity and independence among students' benefits from strong institutional and community support, as well as the enthusiasm of participating students.

The study identified several key factors that support the successful implementation of the Pancasila Student Profile Strengthening Project (P5) at SDIT Juara:

a. Adequate Facilities and Infrastructure

The school provides sufficient facilities and infrastructure, such as designated spaces for crafting and hosting Market Day events. These resources are critical for supporting entrepreneurial activities, as they ensure that students have the necessary tools and spaces to develop their projects effectively.

b. Enthusiasm of Teachers, School Staff, and Community Support

Beyond being a centre for learning, the school serves as a hub for fostering creativity and entrepreneurial skills. The program receives substantial encouragement from teachers, school staff, and the surrounding community, all of which play a significant role in supporting the implementation of the Pancasila Student Profile Strengthening Project (P5). A positive environment contributes significantly to students' motivation and engagement.

The entrepreneurship program benefits from financial contributions managed collectively by students. Funds are pooled through classroom collections and managed by homeroom teachers to allocate resources efficiently. This financial support ensures the program's sustainability and facilitates the smooth execution of activities.

c. Financial Resources

The entrepreneurship program benefits from financial contributions managed collectively by students. Funds are pooled through classroom collections and managed by homeroom teachers to allocate resources efficiently. This financial support ensures the program's sustainability and facilitates the smooth execution of activities.

The supporting factors identified above have a significant positive impact on students' ability to participate in entrepreneurial activities. As outlined by Mulyasa, key factors to consider for school programs include: 1) Adequate facilities and infrastructure, which ensure the availability of necessary spaces and tools to support program activities; 2) Enthusiasm from teachers, school staff, and community support, fostering an environment conducive to student creativity and engagement; 3) Sufficient funding, which provides the financial resources required for program sustainability. The findings of this study highlight these indicators as essential for the successful implementation of the entrepreneurship program within the Pancasila Student Profile Strengthening Project (P5) at SDIT Juara. The school has demonstrated a strong commitment to supporting the program, which aligns with the broader goals of education to foster holistic student development.

While the program benefits from strong support, several challenges were encountered during the initial implementation phases. These challenges, while not insurmountable, posed difficulties for teachers and school staff. Key inhibiting factors at SDIT Juara include:

a. The New Curriculum

The introduction of a new curriculum can present challenges in implementing the entrepreneurship program at the elementary school level. A primary issue is the limited understanding among teachers regarding the objectives and methodologies of the Pancasila Student Profile Strengthening Project (P5). Additionally, the current implementation timeframe may not provide sufficient duration for students to fully engage in and benefit from entrepreneurial activities. Addressing these obstacles requires targeted professional development for teachers and an extension of project duration to enhance student experiences and outcomes

b. Insufficient Monitoring

Inadequate monitoring during the implementation of the entrepreneurship program has been identified as a key barrier. A lack of supervision can lead to challenges such as poor project execution, insufficient understanding of P5 processes among teachers, difficulties in mapping student needs, and a lack of essential learning resources. For instance, during craft-making activities or Market Day events, insufficient teacher oversight has resulted in students becoming unfocused or failing to recognize the importance of customer service. Strengthening monitoring mechanisms is crucial to ensure better program outcomes.

c. Diversity in Student Characteristics

The varied characteristics of students pose another significant challenge for teachers, requiring additional effort to provide personalized guidance and support. While some students demonstrate proficiency in crafting and entrepreneurial skills, others require more substantial assistance, particularly in understanding project concepts and technical aspects. Teachers must exhibit patience and adapt their approaches to accommodate these differences effectively, ensuring that all students benefit equally from the program.

To overcome these challenges, schools should prioritize teacher training on P5 implementation, establish stronger monitoring frameworks, and adopt differentiated teaching strategies that cater to the diverse needs of students. Addressing these inhibiting factors will enable a more effective execution of the P5 within entrepreneurship program, ensuring its alignment with both curricular objectives and student development goals.

CONCLUSIONS

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SDIT Juara has been carried out effectively through strong coordination between teachers and the school principal. Preparatory activities included planning meetings with colleagues, activity socialization with homeroom teachers and students, preparation of materials and tools, group formation, and explanations of entrepreneurial concepts. Supporting factors that facilitated the successful implementation of the P5 include adequate facilities and infrastructure, collaborative efforts between teachers and students, and sufficient funding from both internal and external sources. These elements have been instrumental in ensuring the program's success. However, inhibiting factors were also identified, including a lack of understanding among teachers and students about the specifics of the P5 project, partly due to unfamiliarity with the Merdeka Curriculum and its practical application. Additionally, differences in student characteristics presented challenges, requiring teachers to make extra efforts in guiding and supporting their students effectively. The findings of this study have significant implications for schools, particularly elementary schools. To ensure the successful implementation of P5,

schools must provide adequate facilities and infrastructure and foster strong collaboration between teachers and students. These measures will contribute to achieving the broader educational goals of character development and entrepreneurial readiness in alignment with the values of Pancasila.

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