

IMPLEMENTATION OF THE PROJECT TO STRENGTHEN THE PROFILE OF PANCASILA STUDENTS AS AN EFFORT TO GROW THE ENTREPRENEURIAL SOUL IN VOCATIONAL SCHOOL NEGERI 2 ADIWERNA

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Abstract

The purpose of this research is to explore, study and obtain a descriptive picture of the application of the Pancasila student profile strengthening project in fostering an entrepreneurial spirit in SMK N 2 Adiwerna students. This research uses a qualitative method, a type of qualitative descriptive research in the form of written or spoken words from the people and actors observed. Research data includes primary data and secondary data. Data collection techniques using interviews, observation, and documentation. Data analysis in this study used qualitative data analysis, including: data collection, data reduction, data presentation and data conclusions. The results showed: 1) The implementation of the project to strengthen the Pancasila student profile in fostering an entrepreneurial spirit in students was good, but the interest of students after graduation for entrepreneurship was still low. 2) Planting the character of the Pancasila student profile has been done quite well by forming groups so that unity will be created, discussing or deliberating to determine selling ideas. 3) In implementing the project to strengthen the profile of Pancasila students as an effort to foster an entrepreneurial spirit at SMK Negeri 2 Adiwerna there are supporting and inhibiting factors.

Keywords: Pancasila Student Profile Strengthening Project (P5), Entrepreneurship

1. Introduction

The independent curriculum launched by the Minister of Education and Culture is one of the independent learning programs to improve the quality of learning. The independent curriculum structure at the Vocational High School (SMK/MAK) level, the center of excellence allocates for each content or subject in annual study hours (JP) / per 3-4 years or known as a block system and for implementing projects to strengthen Pancasila student profiles it is allocated approx. 30% of total JP per year. The system is implemented flexibly, both in terms of load and implementation time. And in learning there is intra-curricular learning and Projects to Strengthen Pancasila Student Profiles or co-curricular learning Cross-disciplinary learning to think about solutions and observe problems in the surrounding environment is included in the Project to Strengthen Pancasila Student Profiles using project-based learning methods, which are very different from learning in the program intracurricular activities carried out in class.

Ideals, ideology and prepare to face the challenges of the industrial revolution. The Pancasila Student Profile has six key competencies (Guidelines for the Development of the Pancasila Student Profile Strengthening Project, 2021), namely: (1) have faith, fear of God Almighty, and have noble character, which means students who have morals, deepen 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 be open minded when interacting with other cultures, so as to foster mutual respect and appreciation, and allow for the emergence of a positive new culture; (3) working together means that students carry out activities together gracefully so that assignments become easy and mutual cooperation teaches caring, sharing and collaborating; (4) independence means that students have responsibility for themselves for the process and results of their learning; (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 able to innovate and produce things that are original, useful, meaningful and impactful.

According to Dindin (2021) students have a very important role as social revolutionaries in a developing society, because students have far more enthusiasm, ability, competitiveness, thinking power and a strong and responsive physique. Students are considered capable of developing and building the Indonesian economy so that the theme of entrepreneurship in the Pancasila Student Profile Strengthening Project provides learning and experience on how to have the character of an entrepreneur. The independent curriculum at schools through the theme of entrepreneurship in the Pancasila Student Profile Strengthening Project is expected to foster innovation and creativity of students in developing ideas for making products that have selling points.

The problem with implementing the P5 program at SMK Negeri 2 Adiwerna is that the majority of students do not apply the knowledge of entrepreneurship that has been given by the teachers, students also do not understand the values of Pancasila in P5 entrepreneurship and the lack of support from the government in providing facilities, the school has its own initiative holding exhibitions usually coincides with receiving report cards. In general, SMK graduates who do not continue on to tertiary education are more interested in working in companies than entrepreneurship, while the available employment opportunities are limited. Therefore, with the P5 program on the theme of entrepreneurship, it is hoped that it can increase the creativity of students so that in the future they can build their own businesses and motivate students so that one day they can become entrepreneurs. Steps taken by schools to motivate students by presenting alumni who have been successful in entrepreneurship.

Therefore, this research aims to explore, study and obtain a descriptive picture of the implementation of the project to strengthen the profile of Pancasila students in fostering an entrepreneurial spirit in students at SMK N 2 Adiwerna.

2. Research methods

This research uses qualitative methods, this type of qualitative descriptive research. The Qualitative Approach is a research procedure based on philosophy, which is used to research scientific conditions (experiments), data collection and analysis techniques that emphasize meaning. (Sugiyono, 2018).

Data collection techniques used include observation, interviews and documentation. This research was carried out at SMK Negeri 2 Adiwerna with informants, the principal, head of curriculum and 9 students of SMK N 2 Adiwerna.

3. Discussion result

1. Implementation of the Project for Strengthening the Profile of Pancasila Students in Fostering an Entrepreneurial Spirit in Students at SMK Negeri 2 Adiwerna.

The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly, both in terms of content and implementation time. In terms of content, the project must refer to the achievements of the Pancasila student profile according to the student's phase, and does not have to be linked to learning achievements in the subject. Through this activity, creativity and entrepreneurial culture will be developed. Students also open their minds about future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers full of integrity. With the theme of entrepreneurship, students are taught to make products that have marketability. Based on interviews with Mrs. Umi Rokhayu, S.Pd as the curriculum team, it was found that the students were very enthusiastic about being taught to make various products that could be sold. Schools also try to hold events every time there is an event where students will be introduced and taught to make products that have selling value. Examples that have been taught are: making food, drinks and selling products according to their respective majors, such as the KKBT major making batik, clothing etc., the DKV major making tumblers/mugs, screen printing t-shirts, invitations etc., the KKKR major making tables, chairs, wooden displays etc., the next effort is that the school also holds seminars on entrepreneurship to increase students' interest in entrepreneurship. However, based on the results of interviews with the curriculum team and class X students, it was found that the majority of students' interests after graduating from school were working in companies rather than entrepreneurship.

2. Cultivation of Pancasila Student Profile Characters on the Entrepreneurship Theme

Strengthening the Pancasila student profile project is expected to be an optimal tool in encouraging students to become lifelong learners who are competent, have character, and behave in accordance with Pancasila values. Based on the results of interviews with Mr. Joko Pramono as the principal of SMK N 2 Adiwerna and Mrs. Umi Rokhayu as the curriculum team, the result was that the instilling of the Pancasila student profile character was carried out in groups to form teams so that unity would be created, working together to help each other in the team, discussing or deliberating to determine sales ideas. Able to encourage all components of students to carry out economics so as to grow an independent, people's economy in schools. By entrepreneurship based on the spirit of Pancasila, students will always be enthusiastic about solving problems and finding solutions. With the project to strengthen Pancasila student profiles with the theme of Entrepreneurship, it will provide space and time for students to develop entrepreneurial competence and strengthen the character of Pancasila student profiles.

3. Supporting and Inhibiting Factors in the Implementation of the Project to Strengthen Pancasila Student Profiles on Entrepreneurship Themes

There are 2 factors that influence the implementation of the project to strengthen the profile of Pancasila students with the theme of entrepreneurship, namely supporting and inhibiting factors. Following are the findings as supporting and inhibiting factors:

- a. The supporting factors are the support of the program by the school, the enthusiasm of students in participating in this P5 entrepreneurship activity, the teacher can convey it well to students in the hope that it will become a provision for students after graduation in addition to the subject matter at school according to their major.
- b. The inhibiting factor is that students' knowledge is still limited regarding entrepreneurship, they still have to be guided by the teacher/coordinator for the implementation of P5 so they cannot walk alone.

4. Conclusion

- a. Implementation of the project to strengthen the Pancasila student profile in fostering an entrepreneurial spirit in students by means that every time there is any event at school students will be introduced and taught to make products that have selling value starting from making the product to marketing it. However, the majority of students after graduating from school are more interested in working in companies than entrepreneurship, while the reasons are regarding capital and do not have the courage to do entrepreneurship.
- b. Planting the character of Pancasila student profiles is carried out in groups to form teams so that unity will be created, working together to help each other in teams, discussing or deliberating to determine selling ideas. Able to encourage all components of students to carry out economics so as to grow an independent, people's economy in schools.
- c. The implementation of the project to strengthen the Pancasila student profile as an effort to foster an entrepreneurial spirit at SMK Negeri 2 Adiwerna has supporting and inhibiting factors: Supporting factors: supported by the program by the school, the enthusiasm of students in participating in this P5 entrepreneurship activity, the teacher can convey it well to students by The hope is that it can become a provision for students after graduating in addition to the main subject matter at school according to their major. Inhibiting factors: students' knowledge is still limited regarding entrepreneurship, they still have to be guided by the teacher/coordinator for the implementation of P5 so they cannot walk alone.

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