



Research Paper

## Strengthening the Profile of Pancasila Students in Improving the Entrepreneurial Spirit of Ips at Smpn 29 Makassar

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**Abstract:** This research aims to 1) To find out a general picture of strengthening the profile of Pancasila students in Social Sciences subjects at SMPN 29 Makassar. 2) To find out the general picture of the entrepreneurial spirit of students in Social Sciences subjects at SMPN 29 Makassar. And 3) To analyze and study in depth the model of strengthening the Pancasila student profile in improving the entrepreneurial spirit of students in Social Sciences subjects at SMPN 29 Makassar. This research uses qualitative research with a phenomenological approach. Data collection techniques using interview guidelines were distributed to the subjects/informants of this research, namely school principals and social studies teachers at UPT SPF SMPN 29 Makassar. The research results obtained are 1) An overview of the profile of Pancasila students at UPT SPF SMPN 29 Makassar shows that the planning aspects, implementation aspects, monitoring and evaluation aspects, and follow-up aspects of monitoring and evaluation results, have been implemented well as expected. 2) The general description of the cultivation of entrepreneurial spirit in social studies subjects at UPT SPF SMPN 29 Makassar shows that there have been efforts and implemented all indicators of student independence, student creativity, student innovators, student attitudes dare to bear risks, student attitudes never give up in entrepreneurship and student understanding of social capital through P5 activities at school. And 3) The model for integrating the cultivation of an entrepreneurial spirit in social studies subjects at UPT SPF SMPN 29 Makassar has been implemented well through the addition of teaching materials on several subjects, P5 activities, extracurricular activities and student visits outside the school environment.

**Keywords:** Pancasila Student Profile, Entrepreneurial Spirit

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### I. INTRODUCTION

The implementation of entrepreneurship education needs to be improved, so that the goals of entrepreneurship education are achieved. The goal of entrepreneurship is the emergence of independence, students who have independence become students who can do anything, including facing the challenges of becoming an entrepreneur. According to (Ampa, A.T., et al. 2023) There needs to be cooperation, both parents, teachers, schools and the community need to work together to increase students' entrepreneurial interest and abilities.

The development of entrepreneurship education is one of the programs of the Ministry of National Education, the essence of which is the development of education aimed at developing people with a creative, innovative, sportsmanlike and entrepreneurial spirit. This program was followed up with efforts to integrate character education, creative economy education and entrepreneurship education into the school curriculum to build an entrepreneurial spirit and increase the number of entrepreneurs. Remembering that entrepreneurial activity is not only at the micro-economy level, but also at the macro-economy level.

Entrepreneurship education is one of the important goals for education. The important goals of entrepreneurship are to create new jobs, absorb labor, increase tax revenues, create added value for goods and services, encourage innovation and community independence, reduce economic and social disparities, and become an indicator of excellence and competitiveness between countries. This condition also occurs at the

level of basic education in Indonesia, so a national movement is needed to show the identity of students' interests and talents to be developed in a massive and comprehensive educational curriculum process at all levels of education in accordance with current developments.

Entrepreneurial values can be transformed to anyone and anywhere, including at the junior high school level. Along with increasingly advanced technological developments, schools are able to carry out new innovations by providing entrepreneurial provisions. Providing entrepreneurial provisions trains students to be entrepreneurs in actualizing their abilities as entrepreneurs or entrepreneurship. The values that are transformed in students are self-confidence, courage to take risks, responsibility, being able to become leaders, future-oriented, and originality (Mas, S. R., & Sumo, A. 2017).

Entrepreneurship is a person's ability to create jobs by daring to take risks to open a business on various occasions. On the other hand, entrepreneurs themselves are people who have the courage to take risks to open a business on various occasions, have the courage to take risks, are enthusiastic and brave enough to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions and entrepreneurial activities can be carried out alone or in groups (Ampa, A.T., et al. 2023).

Project activities to strengthen the profile of Pancasila students have been carried out in schools that implement the independent curriculum. Based on data (Kemendikbudristek, 2022) there are 84,034 elementary schools. However, there are still few research studies regarding the project to strengthen the profile of Pancasila students, so that educational practitioners do not have many scientific studies on this topic. This condition became the basis for researchers to study in depth different loci as indicators of students' entrepreneurial spirit in schools.

There are four skills that must be possessed in the Revolution 4.0 era, including; critical thinking, creative, collaboration and communication. These four skills are found in the six dimensions of the Pancasila student profile, namely: 1) Faith and devotion to God Almighty and noble character, 2) global diversity, 3) working together, 4) independence, 5) critical reasoning, 6) creativity (Lieung & Rahayu, 2022). These six dimensions can be realized in students' daily lives through school culture, intracurricular, extracurricular learning or during projects to strengthen the profile of Pancasila students. In the project activities to strengthen the Pancasila student profile (P5) of the independent curriculum, there are several phases at the elementary level, namely Phase A for grades 1 and 2, Phase B for grades 3 and 4, and Phase C for grades 5 and 6 (Yunaini et al. al., 2022).

Based on the reality at the research location, it was found that there was a lack of implementation of the development of entrepreneurship education for students, supported by the results of research and research from various sources, so it wanted to be studied and analyzed in depth with the research title: Strengthening the profile of Pancasila students in improving the entrepreneurial spirit of Social Sciences at SMPN 29 Makassar.”

## **II. RESEARCH METHODS**

The type of research that will be used in this research is qualitative research with a phenomenological approach. This research attempts to solve the problem by describing the problems that occur. Qualitative method is a research procedure that produces descriptions of people, in the form of words, both spoken and written. Sugiyono (2019) "This qualitative research method is also called a naturalistic research method, because research is carried out in natural conditions. Key informants are students and competent people who are able to provide valid data on research objects such as teachers. The key informants in this research were 5 people, the main informant (student) while the additional informant was 1 social studies teacher at UPT SPF SMPN 29 Makassar

## **III. RESULTS AND DISCUSSION**

Referring to the research results that have been presented, the discussion analysis was carried out based on theoretical studies and relevant research results, still referring to the research indicators for the general description of the profile of Pancasila students that had been previously determined, described below.

a. Planning indicators that the planning stages and flow have been carried out involving all school members already exist, according to the existing supporting capacity at the school, including parents and school committees. The role of teachers has contributed in aspects of planning and integration techniques in strengthening the profile of Pancasila students in accordance with the capacities and main tasks of the teacher, so that communication and collaboration between the school community is established as a reference material in implementing and realizing these activities. This condition is also supported by students' readiness to accept the results of the planning formulation that has been carried out by the school principal together with teachers and the school committee

b. The implementation indicator is that there is harmony and conformity between the planning results and the implementation of the flow of learning objectives to strengthen the profile of Pancasila students through varied learning models, including P5 activities supported by the school community. Then the teacher's skills and

abilities in realizing the planning program that has been prepared in its implementation have been carried out well using varied learning models and P5 activities, even though there are various obstacles and obstacles they face. Every problem faced by the school in implementing the Pancasila student profile is always discussed and the best solution is implemented, including the provision of infrastructure that supports the learning process and practice of P5 activities.

c. Monitoring and evaluation indicators that the school has carried out monitoring and evaluation activities for the program to strengthen the profile of students in social studies subjects, as well as direction and guidance as well as accompanying teachers in monitoring and evaluation activities. Including school supervisors have also carried out monitoring and evaluation during the learning process through supervision activities and during the preparation and implementation of P5 activities in social studies subjects. The existence of a standardized form by the supervisor is able to capture and analyze follow-up results from monitoring and evaluation, material for future planning, in accordance with the school's carrying capacity

d. The monitoring and evaluation follow-up indicator is that the school has carried out monitoring and evaluation activities for strengthening programs and techniques for integrating student profiles in social studies subjects, as well as direction and guidance as well as accompanying teachers in these monitoring and evaluation activities. The form of follow-up carried out starts from budgeting, the form of activities, the time of implementation as well as the evaluation system of the program to strengthen the profile of Pancasila students in social studies subjects. This condition is also supported by collaboration between parents and the school committee in designing and programming activities that are in direct contact with the profile of Pancasila students in the school, household and community environment around the students.

#### **IV. CONCLUSION**

The profile of Pancasila students at UPT SPF SMPN 29 Makassar shows that the planning aspects, implementation aspects, monitoring and evaluation aspects, and follow-up aspects of monitoring and evaluation results, have been implemented well as expected. The cultivation of an entrepreneurial spirit in social studies subjects at UPT SPF SMPN 29 Makassar shows that there have been efforts and implemented all indicators of student independence, student creativity, student innovators, students' attitude of being brave enough to take risks, students' attitude of never giving up in entrepreneurship and students' understanding of social capital through activities. P5 at school. The model for integrating the cultivation of an entrepreneurial spirit in social studies subjects at UPT SPF SMPN 29 Makassar has been implemented well through the addition of teaching materials on several subjects, P5 activities, extracurricular activities and student visits outside the school environment.

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