Implementation of the Pancasila Student Profile Strengthening Project in Developing Creativity of Elementary School Students

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ABSTRACT

Creativity is a new idea or imagination in creating something. This creativity is a person's ability to create new things that are developed from existing ideas or ideas that arise from their own minds. Creativity must be developed from an early age, especially during school so that there is always a renewal that is created. Increasing this creativity can be done in strengthening the values of Pancasila and entrepreneurship projects. This study examines the role of the Pancasila Student Profile Strengthening Project in fostering creativity among elementary school students through entrepreneurship initiatives. Conducted at SD Muhammadiyah Noyokerten, students engaged in various activities such as plasticine making, waste management, and healthy sandwich preparation, integrating practical skills with conceptual learning. This holistic approach aims to empower students to be creative, innovative, and environmentally conscious, contributing positively to their communities. The learning method used is descriptive qualitative which describes projects using a variety of materials and techniques to support practical and conceptual learning. The activities cover a range of topics, including flour plasticine making, plastic waste management, healthy sandwich making, and fruit ice and fruit satay making. Through these activities, students are not only introduced to practical skills, but also encouraged to understand important issues such as environmental sustainability and healthy eating. The overall conclusion is that this learning empowers students to become creative, innovative and environmentally conscious individuals, with a positive impact on their daily lives and the community around them.
Keywords: Pancasila Student Profile Strengthening Project; Entrepreneurship ; Independent Curriculum

ABSTRAK

Kreativitas merupakan suatu ide atau imajinasi baru dalam menciptakan sesuatu. Kreativitas ini merupakan kemampuan seseorang untuk menciptakan hal-hal baru yang dikembangkan dari ide-ide yang sudah ada atau ide-ide yang muncul dari pikirannya sendiri. Kreativitas harus dikembangkan sejak dini, terutama pada masa sekolah agar selalu ada pembaharuan yang diciptakan. Peningkatan kreativitas ini dapat dilakukan dalam bentuk penguatan nilai-nilai Pancasila dan proyek-proyek kewirausahaan. Penelitian ini mengkaji peran Proyek Penguatan Profil Pelajar Pancasila dalam menumbuhkan kreativitas pada siswa sekolah dasar melalui inisiatif-inisiatif kewirausahaan. Dilaksanakan di SD Muhammadiyah Noyokerten, siswa terlibat dalam berbagai kegiatan seperti pembuatan plastisin, pengelolaan sampah, dan pembuatan sandwich sehat, yang mengintegrasikan keterampilan praktis dengan pembelajaran konseptual. Pendekatan holistik ini bertujuan untuk memberdayakan siswa agar menjadi kreatif, inovatif, dan sadar lingkungan, serta berkontribusi positif terhadap komunitasnya. Metode pembelajaran yang digunakan adalah deskriptif kualitatif yang menggambarkan proyek-proyek dengan menggunakan berbagai bahan dan teknik untuk mendukung pembelajaran praktis dan konseptual. Kegiatan-kegiatan tersebut meliputi berbagai topik, meliputi pembuatan plastisin tepung, pengelolaan sampah plastik, pembuatan sandwich sehat, serta pembuatan es buah dan sate buah. Melalui kegiatan ini, siswa tidak hanya diperkenalkan pada keterampilan praktis, tetapi juga didorong untuk memahami isu-isu penting seperti keberlanjutan

lingkungan dan pola makan sehat. Kesimpulan keseluruhannya adalah bahwa pembelajaran ini memberdayakan siswa untuk menjadi individu yang kreatif, inovatif, dan sadar lingkungan, dengan dampak positif pada kehidupan sehari-hari mereka dan masyarakat di sekitar mereka.
Kata Kunci: Proyek Penguatan Profil Pelajar Pancasila ; Kewirausahaan ; Kurikulum Merdeka

INTRODUCTION

Education is the main foundation in shaping the character and ability of individuals to become democratic, accomplished and productive citizens in the 21st century. This expectation is the main focus in curriculum development and education implementation in Indonesia (Amri et al., 2021). The ability to think critically, creatively, and possess emotional intelligence is key to dealing with the complex dynamics and ongoing changes in today's global society. (Maruti et al., 2023). In this context, the values of Pancasila as the foundation of the Indonesian state become a strong foundation in the formation of national character and identity (Yuntawati & Suastra, 2023). In addition, entrepreneurship development is becoming increasingly important in preparing the younger generation to face increasingly complex and dynamic economic challenges (Maula & Rifqi, 2023). The project is expected to contribute significantly to the character building of learners based on Pancasila values and develop entrepreneurial skills that are relevant to the demands of the times. Therefore, it is important to conduct an in-depth review of the implementation of this P5 project to evaluate its effectiveness in achieving the objectives of character education and entrepreneurship development at the primary school level.

Character education is one of the main focuses of the Indonesian education system that aims to develop young people with character and high moral values. One of the values upheld in character education is the values of Pancasila, the foundation of the Indonesian nation. (kusumawardani et al., 2021). Meanwhile, the development of entrepreneurship is also increasingly emphasized in the curriculum as a step to prepare young people to become independent individuals who are able to face future challenges (Zaini, 2015) In addition to character education, entrepreneurship development is also a major focus in the education curriculum. This is done as a step to prepare the younger generation to be able to adapt and succeed in facing complex challenges in the world of work and the future economy. (Hasan et al., 2022). By introducing the concept of entrepreneurship to students early on, it is expected that they will have the necessary skills and knowledge to become independent, creative, and innovative individuals (Miranda et al., 2021). Entrepreneurship development can also improve students' ability to manage risk, think critically, and take initiative in dealing with various situations they encounter in their daily lives.

In this context, the implementation of the Pancasila student profile strengthening project on the theme of entrepreneurship at Muhammadiyah Noyokerten Elementary School is an interesting study. Muhammadiyah schools are known as educational institutions that integrate Islamic values into national education. Therefore, the research to implement this project will provide an overview of how character education based on Pancasila and entrepreneurship can be effectively implemented in a faith-based educational environment (Pangesti, 2018). The implementation of this project involved various aspects from planning to implementation and evaluation.

The results of research conducted by (Wahyu Adi Setiawan & Arief Cahyo Utomo, 2024) shows that strengthening the profile of Pancasila students can strengthen the nature of individuals who have strong social skills, tolerance as well as caring for others. Other research by (Dewi et al., 2023) shows that the strengthening of the Pancasila student profile project can encourage students to be able to express opinions, receive input, and be grateful. In addition, teacher creativity in teaching is very influential in students' interest in learning so that they can learn optimally (D.C Karundeng et al., 2023).

This research is different from previous research, where this research focuses on the project of strengthening the profile of Pancasila students in increasing creativity in elementary schools through entrepreneurship. With the implementation of this entrepreneurship project, it is expected that students will become more creative in developing existing ideas. In this study, in-depth research is needed to analyze the factors that influence the successful implementation of the project, the challenges faced and its impact on the development of students' personality and entrepreneurial skills. Therefore, the purpose of this journal is to contribute to a better understanding of efforts to strengthen character education and entrepreneurship at the basic education level.

In today's rapidly changing global environment, critical thinking, creativity, and emotional intelligence are key competencies. In Indonesia, Pancasila values form the backbone of character development. The Pancasila Student Profile Strengthening Project aims to embed these values alongside entrepreneurial skills, preparing students to navigate future challenges. This study investigates how entrepreneurship-focused projects at SD Muhammadiyah Noyokerten help in shaping creativity while instilling core national values.

METHODS

Type and Design

This research uses a descriptive qualitative research method with a case study as the main design (Schoch, 2020). The qualitative approach was chosen because it allows researchers to gain an in-depth and comprehensive understanding of the implementation of the Pancasila Student Profile Strengthening Project with the theme of entrepreneurship at SD Muhammadiyah Noyokerten. By using case studies, researchers can in detail analyze various aspects and dynamics that occur in the implementation of the project, from planning, implementation, to evaluation (Tomaszewski et al., 2020). Case studies also allow researchers to explore the context and factors that influence the success or failure of the project, as well as its impact on the development of students' entrepreneurial character and skills. Thus, a qualitative approach with a case study is the right choice to explore in-depth and comprehensive information about the implementation of the P5 project at SD Muhammadiyah Noyokerten.

This qualitative study adopts a case study design, providing an in-depth analysis of the entrepreneurship-themed Pancasila Student Profile Strengthening Project. Data were collected through direct observations of classroom activities, interviews with key stakeholders (teachers, students, and parents), and supporting documentation. Triangulation was employed to validate the data, ensuring comprehensive insights into the project's impact on creativity development.

Data and Data Sources

This research was conducted at Muhammadiyah Noyokerten Elementary School in Sleman, Yogyakarta from September to December 2023. The data collected by researchers included primary data as well as secondary data. Primary data was obtained by observation and interview. Observation is carried out by going down and being directly involved in the research site, namely Muhammadiyah Noyokerten Elementary School to follow, observe and collect information on learning activities in which entrepreneurship education is contained in the Pancasila student profile. The interview was conducted by the researcher to the resource persons, including the principal, teachers and students of SD Muh. Noyokerten. The main instrument in this research is the researcher himself. The data source in this research is the informant. The informants in this study were the principal, class teachers, students and student guardians. The independent curriculum is implemented in stages. For 2023/2024, SD Muhammadiyah Noyokerten has 11 active classes. Data records of observation and documentation of the implementation of Pancasila student profile character education in the independent learning curriculum implemented by SD Muh. Noyokerten were collected from interviews, then contained in written notes.

Data collection technique

The techniques collected in data collection are using observation techniques carried out directly at SD Muhammadiyah Noyokerten by observing the process of implementing entrepreneurship in the independent curriculum in accordance with the actual situation, then the researcher records the results of the observations that have been carried out. The researchers used interview techniques to get the information needed. Data validity is carried out by triangulation techniques. This research triangulation technique utilizes the use of sources by comparing the results of interviews with observations and comparing the results of interviews with documentation.

Data analysis

This research uses data analysis which consists of data collection, data reduction, data display, and conclution drawing/verification. (Saputri et al., 2023). This data analysis technique is in accordance with the Miles and Huberman model of data analysis as described below
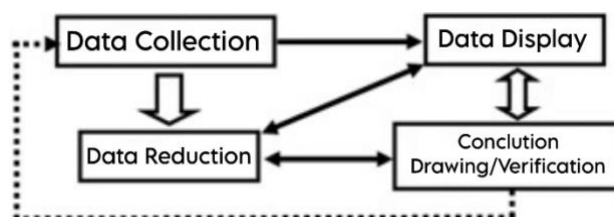

Figure 1. Pattern of Research Data Analysis

RESULTS AND DISCUSSION

Research data are obtained from observation, interviews and documentation. Observations are carried out on daily activities at school to find out the implementation of character education for the Pancasila student profile in the Merdeka Curriculum. Interviews and documentation are used to match observation data. The YW principal interview was held on Monday, September 18, 2023. Interviews with Classroom Teachers A, S, V, M, RA, YA, RFN, and W on Tuesday, September 19, 2023. Interviews with students N, S, R, A, H and M were conducted on Wednesday, September 20, 2023. In addition, interviews with student guardians AN, T, WS and S were conducted on Thursday, September 20, 2023.

The data obtained based on interviews are as follows:

How is the Implementation of the Pancasila Student Profile Strengthening Project, namely entrepreneurship in the Independent Curriculum at SD Muhammadiyah Noyokerten?

Principal YW said that the Pancasila Student Profile Strengthening Project is very important to implement because it has a very positive effect on children's behavior, morals and creativity. Especially during the pandemic, the decline in children's creativity levels is a challenge for schools. Currently, the entrepreneurship project is being implemented in stages and is still not optimal due to adaptation after the pandemic. For the implementation of this entrepreneurship project, there is more emphasis on children's creativity, behavior and morals. Especially when implementing entrepreneurship projects, there must be a role for each homeroom teacher and student guardian.

Principal YW also stated that the teaching and learning process is very close to the characteristics of teachers who are required to be disciplined, honest, punctual, healthy and clean as well as tolerance, nationalism and unyielding in order to model it to students. That way it is easier for students to imitate, not forgetting also the role of parents in raising children to apply politeness as well as the child's mentality. This can produce the best graduates in their field who are qualified and also beneficial for themselves and society.

Class A teachers argued that this entrepreneurship project is a very important and useful project for students to be more optimistic in expressing their creative imagination so that it needs to be applied continuously. Class S teachers also said that this strengthening project makes students develop their future interests in the fields they want, thus helping students in making decisions in the future. Class V teachers responded that this Entrepreneurship Project still needs to be developed due to the lack of understanding of teachers about the Entrepreneurship Project and the various ideas and materials that want to be developed.. According to Class Teacher M, this Entrepreneurship Project has been running at SD Muhammadiyah Noyokerten well but still lacks tools and some equipment to achieve maximum learning. Classroom Teacher RA also suggested that there must be developments and other interesting ideas to make the learning more colorful and fun, so it is very necessary to have many references as examples. Classroom Teacher YA said that there are several obstacles that exist in the implementation of this Entrepreneurship Project, namely the condition of students who get bored quickly and are difficult to manage, so a way is needed to make students more enthusiastic about learning. Classroom teacher RFN also said that the role

of teachers and students is very important in the implementation of this Entrepreneurship Project in order to foster good student characteristics.

According to Student N, this Entrepreneurship Project is very fun and makes learning more interesting. According to Student S, with this Entrepreneurship Project, S is more courageous to express his opinion and is more optimistic. According to Student R, this Entrepreneurship Project is the most awaited learning because the learning is not monotonous and also not boring. According to Student A, the Entrepreneurship Project makes A know more and dare to try. According to Student H, this Entrepreneurship Project should be maintained because it makes H and other students feel at home in the classroom. According to Student M, it is necessary to have complete equipment so that when carrying out the Entrepreneurship Project it is more interesting and exciting.

Student AN's guardian said that this Entrepreneurship Project makes children more independent and disciplined in doing an activity. Student T's guardian is also very happy with this Entrepreneurship Project because he sees changes in the behavior of children who are increasingly creative and dare to try. Wali Murid WS also said that this Entrepreneurship Project must continue to be implemented in order to make children more courageous in doing something, more diligent and more caring for others. According to Student S's guardian also said that he fully supports this Entrepreneurship Project because it makes children more cheerful, optimistic, diligent, and high initiative.

The implementation of the Strengthening the Profile of Pancasila Students with Entrepreneurship Theme project is a strategic step in integrating Pancasila values and entrepreneurship into the context of education in Indonesia. The project aims to enhance the understanding and application of Pancasila values and develop entrepreneurial skills in elementary school students. By applying a holistic and practice-based approach, P5 provides opportunities for students to learn directly through real-life experiences, thus strengthening their understanding of Pancasila and entrepreneurship concepts. In addition, through this project, students are also expected to develop proactive, creative, and innovative attitudes in facing various challenges in daily life..

The project was initiated as part of an effort to strengthen students' character in facing the challenges of the ever-evolving times. By choosing the theme of entrepreneurship, the project aims to equip students with relevant skills and knowledge to be able to become independent and creative individuals in dealing with various situations in everyday life. Organizing this project in the context of Muhammadiyah Noyokerten's faith-based educational environment provides additional value, as character education based on Islamic religious values is expected to provide a strong foundation for holistic and sustainable character development for students..

The project on Strengthening the Profile of Pancasila Students with the theme of Entrepreneurship was implemented thoroughly at SD Muhammadiyah Noyokerten, involving various school components, including teachers, students, as well as school parties involved in project management and implementation. With a diverse number of classes and students, the

project is expected to provide equitable and significant benefits for all students in the school. There are several challenges faced in the implementation of P5 at Muhammadiyah Noyokerten Primary School, including teachers' lack of understanding of the P5 concept, limited time and resources available, and students' lack of motivation.

Implementation of P5 Project on Making Plasticine from Flour for Grade 1 Students

This activity aims to teach Grade 1 students how to make plasticine from simple materials such as wheat flour, table salt, water, cooking oil, and food coloring. The purpose of this activity is to develop students' fine motor skills in making shapes with plasticine, as well as teach them about the process of making flour-based materials.

Although this activity seems to focus more on creativity skills and practical learning, it can be linked to the theme of entrepreneurship. Through this plasticine-making activity, students can learn about material management and the initial capital required in starting a business. In addition, they can also learn the basic concepts of production, marketing and time management. With creativity skills, students are given the freedom to shape the plasticine according to their own imagination, which can stimulate creativity and self-expression. As can be seen in Figure 2.

Figure 2. Students making plasticine from flour

Implementation of P5 Project Making Fertilizer and Pop Up Book for Grade 2 Students

Making pop-up books involves the use of origami techniques and other art skills, thus providing opportunities for students to express their creativity. This activity integrates art and craft skills with the use of simple materials, thus providing opportunities for interdisciplinary learning. The end result of this activity is a physical product, a pop-up book, which can be held and displayed. This provides a tangible learning experience and evokes a sense of achievement in students, as can be seen in Figure 3.

Figure 3. Students Make Fertilizer and Pop Up Book

Implementation of P5 Project on Making Fruit Sandwiches and Vegetable Sandwiches for Third Grade Students

Fruit and vegetable sandwiches are a healthy and nutritious alternative to sandwiches containing less healthy ingredients such as processed meats or high-fat sauces. By combining bread with fruit or vegetables, these sandwiches become a good source of fiber that can improve digestion and help maintain gut health. The instruction to "arrange fruits or vegetables to make them look attractive" shows attention to aesthetics and creativity in serving food. By paying attention to the appearance of the sandwich, children will be more interested in trying healthy foods such as fruits and vegetables. Adding complements such as cheese, milk, or jam provides an opportunity to enhance the flavor of the sandwich and provide variety in the eating experience, as seen in Figure 4.

Figure 4. Making Fruit Sandwiches and Vegetable Sandwiches for Third Grade Students

Implementation of P5 Drawing and Comics Project for Fourth Grade Students

Drawing and comics activities provide opportunities for individuals to express their creativity and imagination in unique and personal ways. Through drawings and comics, one can convey stories, ideas and emotions in a visual and engaging way, which may be difficult to do with words alone. This activity allows one to develop their own art style and explore various artistic techniques, such as the use of color, line, and composition.

Drawing and comic activities can be a means to identify and develop one's artistic talents. It can be a start for someone to pursue a career in visual arts or as a comic writer. Through support and recognition of their artwork, individuals can feel valued and motivated to continue developing their art skills. Creating drawings and comics are activities that support the development of creativity, self-expression, and art skills. By providing opportunities for individuals to explore their imagination, tell their own stories, and express their emotions through drawings, these activities can be powerful tools in identity formation and art skill development, as can be seen in Figure 5.

Figure 5. Students create drawings and comics

Implementation of Project P5 Making Ecobrik and Pencil Case from Used Bottles for Fifth Grade Students

Making ecobrik using plastic waste helps in recycling materials that are generally difficult to decompose and can pollute the environment. The use of used bottles as containers for plastic waste helps reduce the amount of plastic waste that ends up in landfills or polluting the environment, thus making a positive contribution to waste management. Through this activity, individuals can learn about the importance of protecting the environment and the negative impact of plastic waste on the environment. By turning plastic waste into useful products, such as ecobrik, individuals can feel the direct impact of their positive actions on the environment, thus increasing their environmental awareness..

Making ecobricks and pencil cases from used bottles can be part of a community training and education program on waste management and recycling practices. By providing training and education on how to make useful recycled products, communities can be empowered to reduce the amount of waste and create creative solutions to environmental problems, as can be seen in Figure 6..

Figure 6. Making Ecobrik for Fifth Grade Students

The use of used bottles as the main material in making pencil cases helps reduce the amount of plastic waste that ends up in landfills or polluting the environment. The process of decorating used bottles with felt and eye candy opens up opportunities to express creativity and personal style. This allows individuals to create unique and different pencil cases, according to their own preferences and personality. Personalized pencil cases can also increase individuals' satisfaction and sense of ownership of their own items, as well as reinforce the values of creativity and innovation.

Through this activity, individuals can learn about the importance of recycling practices and sustainable efforts in natural resource management. By providing concrete examples of how to turn waste into useful products, this activity can build environmental awareness and encourage positive actions towards the environment among the community. Making pencil cases from used bottles is an activity that combines creativity, innovation and environmental awareness. By providing opportunities for individuals to engage in creative and useful recycling practices, this activity can be an important step in creating a more sustainable and environmentally conscious society, as seen in Figure 7.

Figure 7. Making pencil holders from used bottles for fifth grade students

Implementation of Project P5 Making Fruit Ice and Fruit Satay for Sixth Grade Students

Through fruit ice making, individuals can learn about the importance of fresh fruit consumption in a healthy diet, as well as creative ways to present fruits to make them more attractive and delicious. Making fruit ice is a relatively simple process, yet it has significant implications for health and nutrition. By providing proper nutrition education and promoting healthy eating habits, fruit ice can become part of a balanced diet that supports general health and well-being, as shown in Figure 8.

Figure 8. Making Fruit Ice for Sixth Grade Students

Through making fruit skewers, individuals can learn about the importance of fresh fruit consumption in a healthy diet, as well as creative ways to present fruits to make them more attractive and delicious. The presentation of fruit skewers with fruit pieces artistically arranged on the skewers can enhance the visual appeal of the dish and influence an individual's appetite. The aesthetics of food presentation can influence an individual's perception of food quality and value, thereby increasing meal satisfaction and the overall culinary experience. By providing proper nutrition education and promoting healthy eating habits, fruit skewers can be part of a balanced diet that supports health and well-being, as can be seen in Figure 9.

Figure9. Making Fruit Satay for Sixth Grade Students

The entrepreneurship activities, such as fruit satay preparation and ecobrick creation, enabled students to apply creativity while learning about sustainability and healthy habits.

Teachers noted an improvement in students' confidence and interest in learning. However, challenges such as limited resources and students' short attention spans were identified, which suggests the need for further resource investment and more engaging teaching strategies.

CONCLUSION

From the above discussion, it can be concluded that the overall activities from Grade 1 to Grade 6 offer a comprehensive and diverse learning experience, enriching students' skills in various aspects. From the introduction of basic arts and crafts concepts to an understanding of the importance of waste management and creativity in recycling, each activity makes a valuable contribution. Students are not only introduced to practical skills such as plasticine making or sandwich making, but are also invited to understand environmental and health issues such as plastic waste management or healthy eating. Through this holistic approach, students are empowered to become creative, innovative, and caring individuals for their surrounding environment, bringing a positive impact in their daily lives and the community around them..

The Pancasila Student Profile Strengthening Project at SD Muhammadiyah Noyokerten successfully integrates entrepreneurial learning with character education. By engaging students in hands-on activities, the project enhances creativity, fosters environmental awareness, and equips students with essential life skills. However, overcoming logistical and motivational challenges remains key to maximizing its impact

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