THE IMPLEMENTATION OF *PANCASILA* STUDENT PROFILE STRENGTHENING PROJECT ENTREPRENEURSHIP THEME TO ENHANCE STUDENT CREATIVITY

RESEARCH ARTICLE

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Abstract

Pancasila learner profile development project (P5) aims to encourage students to contribute positively to their environment and develop strong character in accordance with *Pancasila* learner profile. Therefore, P5 activities have an entrepreneurial theme, where students are required to engage in P5 activities that students must achieve. By implementing P5, schools can provide opportunities for students to hone their entrepreneurial skills and introduce business concepts. Entrepreneurship is increasingly recognized as an important skill for high school students to have creativity. The purpose of this study is to describe the results of the implementation of entrepreneurship-themed P5 activities in increasing the creativity of students of Sman 91 Jakarta. This study employs descriptive qualitative with data collection through interviews, observation, and documentation with eight informants, using the results of data analysis through data reduction, display, and conclusion. The results of the analysis show that P5 activities on the theme of entrepreneurship can improve students' understanding of cooperation, innovative and creative product development, use of technology, solve problems, and improve communication and adaptation skills. So, it can be concluded that the application of the P5 theme of entrepreneurship in high school has the potential to prepare students to increase their creativity in the field of entrepreneurship and face future challenges.

Keywords: *Pancasila* learner profile development project (P5), entrepreneurship theme, creativity

Introduction

Education System Law Number 20 of 2003 stipulates that education is an activity that consciously and intentionally creates an atmosphere of learning so that students can actively develop their potential and have religious, spiritual strength, self-control, and charismatic personality (Depdiknas, 2003). Education is "a conscious and planned effort to create a pleasant learning and learning atmosphere so that students can actively develop their potential and have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. The purpose of Education is to guide the whole nature of the child so that it can achieve the

highest safety and happiness as a human being and member of society (Pristiwanti, Desi, Badariah, & Hidayat, 2022). In the context of Indonesian Education, there are ongoing efforts to improve the quality of learning and develop learners who are independent and able to face future challenges. One of the latest efforts is the development of a stand-alone P5 curriculum, which is currently being implemented in Indonesia. The stand-alone curriculum is part of the independent curriculum that was established after the 2013 curriculum and became an emergency curriculum. Curriculum changes are due to lagging learning abilities and characters as well as learning gaps between regions. Furthermore, the emergency course was adjusted and improved so that it became the forerunner of the independent course. Finally, independent courses were officially used in primary and secondary schools, according to the Minister of Education, Culture, Research and Technology Regulation Number 56 of 2022 (Kemendikbud, 2019). *Pancasila* Learner Profile is in line with the vision and mission of the Ministry of Education and Culture as stated in Ministry of Education and Culture Regulation No. 22/2020 on the Ministry of Education and Culture's Strategic Plan 2020-2024. *Pancasila* students are the embodiment of Indonesian students who are lifelong learners who are globally competent and act in accordance with the values of *Pancasila,* with six main characteristics: faith, devotion to god almighty, high ethics, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Profil Pelajar *Pancasila*, 2021a).
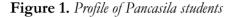
Through P5, learners are encouraged to contribute to their environment, become smart learners, and have character according to *Pancasila* student profile. Therefore, the implementation of P5 in every school must be achieved (Ulandari & Rapita, 2023). During the industrial revolution (Profil Pelajar *Pancasila*, 2021b) Pancasila learner profile is the character and ability rooted in daily life and present in the heart of each individual student through the culture of the education unit, classroom learning projects, and improvement of *Pancasila* learner profile, and extracurricular activities. The Ministry of Education and Culture identifies project themes to strengthen the image of *Pancasila* learners and help them adapt to each grade or stage. For secondary schools used by phases E and F, it is mandatory to select a minimum of 3 themes per year to be used in the project to strengthen the profile of *Pancasila* learners. Schools can choose themes that they think are suitable for students' abilities and the surrounding environment (Kurka, 2022). There are seven themes of *Pancasila* student profile, namely: 1) Sustainable lifestyle, 2) Local wisdom, 3) Bhineka Tunggal Ika, 4) Building soul and body, 5) Voice of democracy, 6) Engineering and technology to build NKRI, 7) Entrepreneurship. Of the seven themes of strengthening *Pancasila* student profile project in the even semester phase, I did the P5 entrepreneurship theme. This study will analyze the results of the implementation of activities to strengthen *Pancasila* student profile project on the theme of entrepreneurship.

The purpose of entrepreneurship education itself is very important in fostering the spirit of creativity and innovation of students. Because one of the functions of organizing Entrepreneurship education is not only for educators and principals but the function of entrepreneurship education can be realized for all students who will be useful in the future (Damayanti & Effane, 2022). Therefore, entrepreneurship in education is someone who bravely develops new ventures and ideas to improve the quality of life, referring to subject learning integrated with entrepreneurship, various extracurricular activities, and others. Teachers and principals must be able to integrate affective learning (entrepreneurship education) with cognitive learning using various pedagogical approaches and methods.

Based on several definitions above, the conclusion that can be drawn is that the profile of *Pancasila* students is explained as a description or characteristic of students that includes understanding and practicing *Pancasila* values in everyday life, which also includes attitudes of tolerance, respect for differences, and respect for human rights. The importance of developing a *Pancasila* learner profile is linked to efforts to develop student characters with integrity, independence, and noble character (Kemendikbud, 2021). The project is characterized by strengthening the image of *Pancasila* students, as follows:

Figure 1. *Profile of Pancasila students*

1)Have faith, devotion to God Almighty, and noble character, 2) global diversity, 3) Gotong Royong, 4) Independent, 5) Critical Reasoning, 6) Creative. These dimensions show that *Pancasila* Learner Profile does not only focus on cognitive abilities but also attitudes and behaviors according to identity as an Indonesian nation. Of the six dimensions of strengthening *Pancasila* student profile project, this study analyzed more deeply related four dimensions, namely mutual cooperation, independence, critical reasoning and creativity. So, the questions that researchers gave to informants to get information related to how the application of the P5 theme of entrepreneurship increased student independence, how students thought about working on joint projects and whether it could increase student creativity in the implementation of the P5 theme of entrepreneurship. This is what we completed because, in this study, we analyzed the implementation of the project strengthening activities of *Pancasila* student profile (P5) entrepreneurship theme in increasing student creativity.

The definition of creativity includes the discovery of something, something that produces something new by using something that already exists. The new thing can be an action or behavior, a building, and so on. The theory tends to emphasize that if something already exists, then new creativity will emerge. This means that creativity is simply the development of Something that already exists so

that after analyzing creativity, it is obtained from improvement. (Lubis, 2018). Research (Hikmat, 2022) explains that self-development demonstrates personal consideration, consistently adheres to active listening skills, and shows exceptional achievement-oriented and self-oriented attention to the individual under her guidance to enhance her creativity. This research focuses on the results of the implementation of the implementation of project strengthening activities of *Pancasila* student profile (P5) entrepreneurship theme in increasing the creativity of students at SMAN 91 JAKARTA because this research explored how students could develop their creativity in the field of entrepreneurship through the implementation of project strengthening activities of *Pancasila* student profile (P5) entrepreneurship theme.

Literature Review

Project strengthening activities of pancasila student profile (P5)

Based on the results of the literature review theory (Ulandari & Rapita, 2023) explained that the design of P5 consists of team formation, determining school readiness, determining the aspects of the personality profile of *Pancasila* students to be strengthened, determining topics, planning time, sequence, assessment, and doing modules. P5 is about building character and maintaining good habits with a sustainable lifestyle program. Through P5 activities, the personality aspects of *Pancasila* student profile will be identified, especially those of faith, devotion to God Almighty, and noble character, and can train students how to work together, respect the opinions of friends, find creative ideas to solve problems, utilize technology to support their projects. Also, the research (Rahmani et al., 2023) shows that a self-directed curriculum can encourage entrepreneurship through P5 with the theme of entrepreneurship. This results in further innovation and motivates students to actively and creatively contribute to presenting their ideas through actions that can have a positive impact on them. According to the article (Ayub et al., 2023) the research shows that the implementation of *Pancasila* student image enhancement program with the theme of entrepreneurship can generate high enthusiasm among students. The implementation of P5 can increase the entrepreneurial spirit and the spirit of mutual cooperation of students. However, the implementation of P5 still needs to be improved in terms of implementation time so that it can take longer and allow students to experience more meaningful entrepreneurial activities. Strengthening the research results of *Pancasila* student image (P5). It can significantly foster students' entrepreneurial spirit. The extracurricular project format can train students how to collaborate, respect the opinions of friends, find creative solutions to problems, and use technology to support their projects.

Entrepreneurship theme and creativity

Entrepreneurship can be a person's ability to see and evaluate business opportunities and gather and utilize the necessary resources, or it can also be a spirit of behavior and the ability to respond positively to oneself or others (Suharsono, n.d.). Entrepreneurship has been a key driver of job creation and economic growth; entrepreneurs are seen as drivers of growth, sources of employment opportunities, sources of competitiveness, and innovation, and therefore, entrepreneurship is an individual's conviction to establish new ventures in the future (Wiyono, 2020).

In the research article (Chen et al., 2024), it was stated that creativity is one of the basic human abilities. As a branch of computer science, artificial intelligence (AI) uses algorithms and machine learning techniques to mimic or simulate human intelligence, thus updating the definition of creativity to one that can be used to represent human electronic creativity and computing power. Specifically, look for areas of conceptual space that are governed by certain rules. Meanwhile, in another context of creativity from the article (Hartini & Azizah, 2019), The importance of creativity in international education highlights the need for approaches to support learning that focus on developing students' creative, collaborative, and innovative thinking skills to prepare them for the challenges of a complex and changing future. This student entrepreneurship initiative is a government initiative. Through this project, we hope that students will not only focus on theoretical learning but also be able to realize their potential through various activities, including entrepreneurship.

Methodology

Research design and approach of the study

According to (Fadli, 2021) taken from a quote (Sugiyono, 2017), Qualitative research is based on the philosophy of post-positivism because it is useful in studying natural objects; the key instrument (as opposed to experiments) is the participant researcher, sampling of data sources is made purposively, the collection technique is triangulation (combination). The stages of this research are divided into three parts, namely the first part, which is the preparation of initial planning for conducting research; the second part, which is the implementation stage; and the third part, which is the completion.

The first part, the preparatory stage of planning in research, starts with a literacy study that is motivated by the background of the problem that occurs and then the purpose of the research in the place to be studied. In the planning stage, researchers look for problems that occur in the field and then look for elements that explain the problems in the field. Where researchers explain the independent curriculum, the profile of *Pancasila* students, and the theme of entrepreneurship, which is included in the background of the problem. This will be followed by looking at the purpose of conducting research on the application of the independent curriculum on the theme of entrepreneurship, which will be used as a pre-observation to find out more about what happened and determine the objectives of the implementation of P5 activities. The second part is the implementation stage. This implementation stage consists of collecting primary data and secondary data. The data collected is data obtained from field results both in interviews, observation, and documentation (primary data), as well as data derived from the results of literature studies to complement the researcher's research and match the validity of the data obtained. In the implementation stage, to collect data from various relevant sources, especially collecting primary data, researchers conducted interviews, observation, and documentation. We took eight important informants. The third part is completion. The completion stage in this study is the collection of data that has been obtained and then analyzed. Data collection is the result of various data sources obtained to answer research problems. At the same time, Data analysis performs data processing, which is an assessment of whether the data obtained is relevant to answer the problem questions that occur so that conclusions are given. So that in this research the method used is descriptive qualitative research method.

Descriptive Qualitative research is conducted to clarify existing research without manipulating the data studied through interviews and documentation. Therefore, descriptive qualitative research is research that analyzes data by describing information collected from natural situations. So, the reason the researchers used the qualitative description method is to analyze and describe the description of the independent curriculum activities on the project of strengthening the profile of *Pancasila* students (P5) on the theme of entrepreneurship and whether it can increase the creativity of SMAN 91 and JAKARTA students.

Research site and participants

This research was conducted in 2024 at SMAN 91 JAKARTA, which is located at Jl. Lembah Lontar, Pd. Klp., Kec. Duren Sawit, East Jakarta City, Special Capital Region of Jakarta 13450, is one of the driving schools and is implementing the independent learning curriculum. The project activities for developing *Pancasila* student profile (P5) in the independent Merdeka curriculum have six activity themes, one of which is the theme of entrepreneurship. In the P5 activity on the theme of entrepreneurship, SMAN 91 JAKARTA has carried out these activities two times in the odd semester. So, in this study, a descriptive qualitative approach was used. Primary data was obtained through interviews with eight interviewees, namely the vice principal for curriculum, economics teacher, entrepreneurship-themed project coordinator, and representatives of five Class X students who have implemented entrepreneurship-themed projects. Secondary data was then obtained through observation analysis, literature research, and documentation research.

Participants in this study were selected by the vice principal of the curriculum field because they were able to decide on a series of *Pancasila* student project development activities (P5), which were harmonized with the Ministry of Education and Culture and then directed them to the subject teachers or project coordination *PJ* entrepreneurship theme. Then there is a P5 coordination committee on the theme of entrepreneurship, which is to assist the *wakepsek* in forming a strategy for P5 activities and economics teachers who help *PJ* coordination as a team of facilitators in each group or class to help make *Pancasila* student project development project on the theme of entrepreneurship a success. Five representatives of students were selected as informants because the students were assigned as team leaders from each class, data collection with students as supporting informant data to complement the final results of P5 activities on the theme of entrepreneurship whether according to students able to increase their creativity respectively. So that they already understand the implementation of P5 on the theme of entrepreneurship.

Data collection and analysis

Data Collection and Analysis This study used interviews as a data collection method. In conducting this research, observation and then structured interviews and documentation were used. We asked the listed questions and explored the issues to gather more information about the application of the P5 entrepreneurship theme to enhance creativity. The interviews were conducted directly at the school. At the time of the interview, we recorded the interview activities and then recorded the answers. In analyzing the data obtained, we used thematic analysis; the steps are compiling and preparing the necessary data, reading the data as a whole, conducting detailed analysis through the

coding process, describing the data, interpreting the analyzed information, and interpreting the data because According to (Creswell, 2023) data procedure techniques in qualitative research involve strategies such as observation, interviews, and documentation. Data collection is an integral part of data analysis activities(Rijali, 2018). According to (Sutriani & Octaviani, 2019) Data analysis is the process of collecting, classifying, and looking for patterns or themes in data with the aim of finding its meaning. Data reduction is summarizing, filtering, and organizing key issues, focusing on important issues, and finding themes and patterns. Data presentation is a structured collection of information that allows conclusions and actions to be drawn. Decision-making/conclusion-making is then reducing and presenting information that has been cut and presented systematically to draw conclusions. In this study, data collected from eight sources related to the results of research on the dimensions of P5 will be presented to analyze the implementation of P5 activities on the theme of entrepreneurship. Researchers use these steps to carry out data analysis techniques in order to have the most thorough results. In using the data analysis above, researchers also use the concept of qualitative research methodology through the triangulation technique to check the validity of the data. In this study, researchers used two types of triangulations, namely source triangulation and technical triangulation. The purpose of triangulation is to check the accuracy of information obtained by researchers from various points of view (Hadi, 2016). So that researchers can choose the results of research with several informants to obtain complete information as needed.

Findings

The research conducted at Sman 91 Jakarta on the activities of *Pancasila* student profile development project (P5) on the theme of entrepreneurship aims to analyze the results of the implementation of the P5 entrepreneurship theme on students and whether it can increase the creativity of class X or phase E students. In this study, researchers delved into the discussion on the four dimensions of P5 activities to improve students' creativity, namely by working together, being independent, reasoning critically and creatively. Each dimension has sub-focus findings based on the results of interviews with several informants, namely the vice principal for curriculum, the economics teacher, a teacher in charge of P5 activities on the theme of entrepreneurship at SMAN 91 Jakarta, and representatives of class X students. All information obtained by researchers in accordance with their needs to see whether there is an increase in the creativity of students in the project activities of developing *Pancasila* student profile (P5); the researchers analyzed the most results found from the answers of the information in each P5 dimension. To clarify the results of the findings, the following is a table of themes in the sub-focus of *Pancasila* student profile development project (P5):

Table 1. R*esults of characteristic dimensions in Pancasila learner profile development project (P5)*

Themes	Codes
Gotong royong dimension in P5 entrepreneurship theme	Enhanced Cooperation Solidarity The existence of Balinese Leads
Independent dimension in P5 entrepreneurship theme	Individual/group capabilities Decision making Self-confidence
Critical reasoning dimension in P5 entrepreneurship theme	Information gathering Problem analysis Evaluate and reflect
Creative dimension in P5 entrepreneurship theme	Idea development Business innovation Technology utilization

From the four dimensions tables above that have been summarized by researchers, the following are the overall results of each dimension:

Mutual cooperation dimension

Mutual cooperation plays an important role in entrepreneurial projects because it must work with various parties. Collaboration is needed to conceptualize a project idea that has been determined to be a real goal. In P5 entrepreneurship activities, collaboration is influential among teams and between teams to create entrepreneurial projects in the form of provincial food bazaar stands chosen by each team. In addition, in mutual cooperation, there needs to be reciprocity, especially in P5 entrepreneurship activities; when the bazaar activities are carried out, every customer who buys must get his rights, namely how many items he buys. At the time of the interview with the resource person related to P5 entrepreneurship, I explained that *"The results of interviews with economics teachers and P5 coordination pj that this dimension of mutual cooperation all teachers become facilitators, because teachers have the right to provide input and direction to each team. In addition, teachers and P5 coordinators also hold meetings with team representatives or often called CEOs. Meetings with class CEOs to discuss progress on each team both related to briefings and evaluations ".* While the answers from students related to mutual cooperation are *"the formation of divisions and their members and then a meeting to unite views in making the P5 KWH concept, because they have to make a product either food, drinks or merchandise in the province they choose and later they will make a bazaar stand at the peak of P5 KWH activities".*

Independent dimension

The independent dimension makes his team enter the division according to their respective abilities. In assessing student independence in P5 activities, individual and group tasks are assessed so

that they can see the progress of students in understanding entrepreneurship. Besides that, students can also develop their ability to monitor the progress of P5 activities independently and evaluate the results. This self-dimensional analysis is important for developing learners' entrepreneurial skills, including leadership, time management, and problem-solving abilities. Because when conducting an interview, the answer given *was "In the results of interviews with teachers, student independence is seen from individual and group assessments. For individual assessment, there is a resume assignment about the history of entrepreneurship and important entrepreneurial stores in each province chosen, then group assessment in participation in carrying out their duties in their group. Students also choose their own will according to their ability to be in each division ".* In addition, students can increase their self-confidence because, after the implementation of P5 entrepreneurship activities, they still use their abilities to run.

Critical reasoning dimension

In the results obtained through interviews, students are given prior understanding as reference material for students. Because according to the answer with the P5 KWH activity coordination teacher *"held a socialization or initial briefing preparation for P5 KWH, where in this socialization the documentation of the work of P5 KWH in the previous year was displayed which aims for class X students to have a more critical view than before".* After that, students are asked to determine their ideas for the product they want, and each team cannot choose the same product. In addition, there is also an individual assignment where each student must find an understanding of entrepreneurship about figures in Indonesia. After that, students must find information related to entrepreneurship in the province they choose according to their personal views. Then, students must analyze the goals they want to achieve. From this P5 activity, students also increase their understanding of entrepreneurship because they have to complete their duties in each division they choose, unite their goals with their group members, and they must collaborate with teachers and the outside community because in forming a business, they must need capital so that they make proposal reports both administrative and financial needs. Analysis of the critical reasoning dimension will be essential to ensure that every step taken is based on deep thinking, rational evaluation, and good strategy.

Creative dimension

The ability of learners to achieve their contribution is that they can increase creative thinking. The results of interviews related to the creative dimension of students said, "the increase in our creativity during the implementation of P5 entrepreneurship is very much because we learn about how to organize a company by making a product that we want to make, then we learn about the use of technology with many applications that we use, for example, such as cashier applications, editor applications and making the necessary letters, besides that we also explore that the product we choose is successful because the product must make itself". Because students carry out product development on the characteristics of food and beverages in each province, they choose. In addition to developing creativity in product manufacturing, students also use their creativity in the field of technology. Because in the implementation of P5, the theme of entrepreneurship is very necessary to use technology to identify and analyze more creative ideas. Technology is often used to create content to attract the attention of visitors at the peak of P5 entrepreneurship, namely the bazaar stand. P5 KWH

activities for teachers and students can be useful, especially if they can apply it in everyday life. In addition, with each division formed, they learn things that can be applied in daily life both academically and non-academically because they learn how to complete responsibilities.

Discussion

Based on the results of the study, it provides opportunities for students to learn in formal, permanent, interactive situations, all of which aim to improve various abilities and skills of students. This project has increased the popularity of P5 as students engage directly with the surrounding environment. Therefore, the implementation of *Pancasila* Student Profile Strengthening Project (called P5) is carried out flexibly both in time and activities. Through the results of interviews, observations, and documentation about the project to strengthen the profile of *Pancasila* students (P5) with economics teachers and PJ coordination of P5 activities on the theme of entrepreneurship explained that P5 activities on the theme of entrepreneurship are carried out outside of subject hours but can be carried out in an integrated manner with subjects.

The purpose of this activity is that project-based learning is trained to investigate, cooperate, solve problems, make decisions, and produce products. In addition, it can deepen and enrich the subject matter that has been carried out in intracurricular activities, one of which is deepening entrepreneurship because this research will explore the implementation of P5 "Entrepreneurship Theme" activities at Sman 91 Jakarta in increasing students' creativity. However, this entrepreneurship theme P5 activity is carried out for two weeks where students do not carry out teaching and learning activities as usual, but students must carry out a series of entrepreneurship theme P5 activities for two weeks, which have been determined by Sman 91 Jakarta. The series of P5 activities on the theme of entrepreneurship began with the provision of socialization at the beginning of the activity, then designing groups or names and team/company head sections, then compiling projects by making selected products and ending with a bazaar stand. This initial socialization was carried out to motivate students by displaying P5 products on the theme of entrepreneurship in the first year of P5 activities. This is done so that students have an understanding and want to improve their creativity to be better than before. At the beginning of this socialization, it was explained that each group was formed from each class, whereas in one class, it was a company in which there was a CEO, often known as the team leader, and then the CEO formed each division.

There are six divisions determined by the school, namely the administration division, finance division, marketing division, editor division, and creative / event division. So, the CEO divides his members into divisions according to their respective desires and expertise. In the implementation of the P5 entrepreneurship theme, this second year has a concept where one company or one team chooses one province that cannot be the same as other teams. After that, each team must develop superior products from each province, both culinary and other crafts. Therefore, students or each team must develop their ideas through the chosen product. Based on the results of interviews with representatives of students, namely with the CEO in each team, the average chooses to develop culinary products, either food, drinks, or desserts, in the chosen province, but there is one team that develops merchandise hangers and stickers of the chosen province. In developing the chosen product, students are not required by the coordination of the P5 entrepreneurship theme of Sman 91 Jakarta to make their own as a whole but are allowed to custom or ask for help from others. Before the P5

peak event on the theme of entrepreneurship, students are allowed to open PO products that are traded online first because it is to increase income. In addition, to get fund income at the beginning, students or each team do not impose mandatory participant donations but rather sell shares. In other words, each team must make a proposal at the beginning and then market it to teachers, parents, and other siblings to buy shares in their company, which later get feedback in the form of products made. The proceeds were used to purchase materials and tools to make the selected products and to set up a bazaar stand at the culmination of the activity. At the peak of the activity, students must invite their parents, family, and friends to visit the bazaar stand made at school.

From the explanation of the research results above, the project of strengthening *Pancasila* student profile (P5) on the theme of entrepreneurship in students of Sman 91 Jakarta can be assessed through four dimensions of strengthening the student profile, namely mutual cooperation, independence, critical reasoning, and creativity. First, in the dimension of mutual cooperation of students in the P5 project on the theme of entrepreneurship, starting from determining the CEO and divisions in each group and creating ideas together in making the selected product in completing the project. It can be concluded that by strengthening cooperation, solidarity, and mutual support, entrepreneurial teams can be better prepared for challenges and more likely to achieve success. Mutual cooperation is not only an important cultural value but also a key factor in the successful implementation of P5 entrepreneurship activities. The second is the independent dimension. The results of the analysis show that P5 entrepreneurship activities have succeeded in increasing student independence in various aspects. Learners will not only learn the theory of entrepreneurship but also be able to apply these skills in real life. We hope that the independence developed through this activity will be a valuable asset for our students to overcome difficulties in the future. Third, the critical reasoning dimension, that P5 activities on the theme of entrepreneurship can foster students' critical thinking skills. Learners can learn how to gather and disseminate information, analyze problems, make decisions, and conduct regular evaluations and reflection. These skills are important not only in entrepreneurship but also in many aspects of life. These activities provide students with a strong foundation to become critical thinkers and effective decision-makers. Finally, in the fourth creative dimension, participants not only fulfill the technical requirements of the project but also create significant added value and inspire innovation in everyday life. P5 KWH activities for teachers and students can be useful, especially if they can apply it in everyday life. From the making of food and beverage products and merchandise that they choose, they can do it prolonged in their daily lives, namely by making the product as a business for students to be traded sustainably. In addition, students in each group also always apply the use of technology, both in hardware and software, during P5 activities on the theme of entrepreneurship.

So, it can be concluded that *Pancasila* student profile Strengthening Project (P5) on the theme of entrepreneurship in high school can increase the creativity of students because this project can train students' skills in solving challenges that occur during P5 activities and then can improve their abilities in the field of technology because in P5 activities this entrepreneurial theme requires the use of technology. Besides that, students can also increase their creativity in making a chosen product, and students can continue the products sold during P5 activities to continue their sales in their days for class cash income so that when there are class needs that are needed, they do not use students' personal money but the results of their sales. In accordance with research (Luthfia et al., 2024), creativity is the ability to develop and connect new ideas and find new ways of looking at a problem or opportunity,

while innovation is the ability to use creativity to solve a problem or opportunity to create something new. Creative thinking activities in creating something new to replace the old are one-way entrepreneurs achieve success.

Conclusion and Recommendations/Implications

Overall, the results of this study indicate that the implementation of entrepreneurship-themed project activities for the development of *Pancasila* learner profiles contributes to increasing student creativity and student interest in entrepreneurship. The cultivation of entrepreneurial values is not only through theoretical knowledge transfer. However, learning by doing through entrepreneurship projects is also one of the solutions to the implementation of entrepreneurship education at the upper secondary level by implementing activities in the form of entrepreneurship projects and the introduction and development of local wisdom. Therefore, the results of this study provide a foundation for learners to develop more effective learning and improve learners' creativity by integrating *Pancasila* values into the entrepreneurial environment. The success of creativity in entrepreneurship relies heavily on a supportive environment, including support from principals and teachers, parents, colleagues, and infrastructure that facilitates collaboration and experimentation of ideas. P5 The application of innovation in the entrepreneurial process, such as the use of new technologies or flexible management methods, can create a more supportive environment for creativity. So, in accordance with the objectives of this study, namely, being able to find out the application of P5 activities, tenth-grade students implementing P5 can increase their understanding and creativity. If there are shortcomings in this study, the researcher recommends that future researchers develop the effect of P5 on the theme of entrepreneurship in increasing student creativity.

Disclosure statement

In this study there is no potential conflict of interest

Acknowledgments

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