

## PROFIL OF PANCASILA STUDENTS IN BUILDING ENTREPRENEURIAL CHARACTER OF GRADE XI STUDENTS AT SMAN 2 SLAWI

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### Abstract

This study examines the implementation of the Pancasila student profile in shaping the entrepreneurial character of class XI students at SMA Negeri 2 Slawi. The research objectives include: 1) analyzing the implementation of the Pancasila Student Profile in shaping the entrepreneurial character of grade XI students at SMA Negeri 2 Slawi, 2) analyzing the values of the Pancasila Student Profile that contribute to the formation of these characters, 3) examining the obstacles faced in its implementation. The method used is qualitative with case studies through observation, in-depth interviews, and documentation, and data validation with triangulation. The results show that: 1) The Pancasila Student Profile is systematically implemented through the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship, involving students in real practice, 2) Values such as creativity, mutual cooperation, independence, noble character, and critical reasoning play an important role in the formation of entrepreneurial character, 3) Constraints faced include limited facilities, imbalance in student participation, and fear of failure. The school overcomes these obstacles by improvising facilities, reward and punishment systems, and reflection sessions. This program proved to be effective in shaping the entrepreneurial character of creative and responsible students. It is recommended that schools continue to develop this program with the support of stakeholders and expand research with quantitative and mixed approaches.

Keywords: Implementation, Pancasila Student Profil, Entrepreneurial Character

### 1 INTRODUCTION

The independent curriculum is oriented towards character strengthening and holistic competency development of learners, which is actualized through the Pancasila learner profile program (Hasanah & Islami, 2023). The Pancasila learner profile strengthening project opens exploration space for learners to gain knowledge dynamically outside the confines of the classroom, through direct interaction with the surrounding ecosystem and collaborative activities, to hone their capabilities and expertise (Kemendikbudristek, 2021).

The profile of Pancasila learners is formulated to support the vision of national education as the identity of true learners who always develop themselves, master insights, have attitudes, and personalities that internalize the values of Pancasila. The main essence of this profile is to preserve national identity, realize the aspirations and worldview of the country, as well as prepare the next generation to answer challenges in the era of technological disruption (Shalikhah, 2022). This profile includes six dimensions, namely: 1) faith, fear of God Almighty, and noble character, which means that students are expected to have good morals and carry out religious teachings in their daily lives; 2) global diversity, students establish intercultural relations to foster an attitude of tolerance and build a constructive civilization; 3) mutual cooperation, students are invited to work together with a spirit of togetherness, sharing, and building teamwork; 4) independent, students become the main person responsible for their learning process and achievements; 5) critical reasoning, students are able to collect, analyze, and evaluate information objectively to draw the right conclusions; 6) creative, students are able to create ideas and innovations that are unique, meaningful, and have a positive impact (Rusnaini et al., 2021).

There are four main principles in the Pancasila learner profile, namely 1) Holistic, meaning seeing a problem as a whole, not partially or separately; 2) Contextual, the contextual principle emphasizes the importance of linking the learning process with the daily reality of students; 3) Learner-centered, the learner-centered principle places students as active subjects who manage learning independently; 4) Explorative, the explorative principle emphasizes the importance of creating a wide space for students to explore knowledge and self-development through a project to strengthen the Pancasila Learner Profile (Suhardi, 2022).

Students have an important role as agents of social change in a developing society, as they are known for their high spirits, qualified abilities, strong competitiveness, as well as critical thinking and excellent physical condition (Asmara et al., 2024). The Indonesian nation is a nation of character. Character is a reflection of a person's relationship with God, self, others, nature, and homeland, which appears in manners, feelings, behavior, speech, and actions in accordance with norms such as beliefs, laws, decency, culture, and traditions. Character is also a basic identity that shapes personality through attitudes, mindsets, and ethical principles that are influenced by social and environmental interactions, and becomes the basis for daily perspective and action (Yamani et al., 2025). Entrepreneurship is one way for individuals to persevere and build a career in their future lives. Entrepreneurship is an important asset for progress. In the contemporary era, the terms "entrepreneur" and "entrepreneurship" have become familiar to the public, whether in trading activities, discussion forums, training programs, or other empowerment initiatives (Rosadi et al., 2020).

Entrepreneurial character is part of life skills education that equips students with the knowledge and ability to live independently as entrepreneurs. Entrepreneurship education plays an important role in preparing young people to face global challenges, not only in building businesses, but also in fostering independence, courage to take risks, creativity, and innovation. This character strengthening shapes students into individuals who are beneficial to themselves and society, through job creation, improving social skills, valuable experience, and exploring their potential (Kosasih et al., 2024). Through the entrepreneurship-themed Pancasila student profile strengthening project, students have the potential to contribute to Indonesia's economic development. The project is designed to equip students with entrepreneurial character, while fostering innovation and creativity in turning ideas into marketable products (Shalikhah, 2022).

Peter Drucker (1993) in (Ramadlani et al., 2023) argues that any process of economic transformation depends on individual drivers of change, namely entrepreneurs. According to Peter F. Drucker's book, entrepreneurship requires entrepreneurial management, which includes practices and policies within a company, as well as practices and policies in the external environment. This all requires the development of an entrepreneurial strategy. There are entrepreneurial strategies, namely 1) "Fustest with the Mostest" strategy, aiming for a leading position in a new market or industry. This strategy leaves no room for error, but if successful, can generate huge profits. 2) "Ecological Niche" strategy, focuses on a specific market niche. Not competitive, but emphasizes dominance in one area with consistency. 3) "Changing Value and Characteristics" strategy, innovation is the core of this strategy. Changing the value, function, or characteristics of an existing product/service without changing its physical form, through innovation. Entrepreneurship is a discipline that can be systematically learned and applied, not an innate talent. Innovation and entrepreneurship are seen as tools to create social and economic change through planned and systematic strategies.

Based on the results of pre-research interviews on January 16, 2025, problems related to this study were found, namely, the application of the Pancasila student profile at SMA Negeri 2 Slawi there are obstacles which include limited school facilities such as inadequate equipment and infrastructure, as well as a lack of student motivation, for example during implementation in one group, not all students participate and take part when completing a project. In addition, students often feel fear of failure, which results in a lack of optimism. This fear of failure is caused by the fear of experiencing losses.

Based on the rationale and interviews supported by related references, the researcher set the title "Profil of Pancasila Students In Building Entrepreneurial Character of Grade XI Students at SMA Negeri 2 Slawi". The objectives of this study, namely 1) to analyze the application of the Pancasila learner profile in shaping the entrepreneurial character of class XI students at SMA Negeri 2 Slawi; 2) To analyze the values in the Pancasila learner profile that contribute to the formation of student entrepreneurial character; and 3) to find out and analyze the various obstacles faced in the application of the Pancasila learner profile to shape student entrepreneurial character.

## **2 METHODOLOGY**

In this study, researchers applied a qualitative approach to the case study method by collecting data through observation, in-depth interviews, and documentation which were then validated for accuracy using triangulation techniques, namely by combining several techniques. The qualitative approach can be interpreted as a way to examine social reality or human behavior from the perspective of those who experience it directly (Moloeng, 2017). Researchers decided to use this method because they wanted to dive deeper into certain complex issues or symptoms. The research took place in June 2025. Data collection through observations, interviews, and documentation provides an opportunity for researchers

to obtain a more comprehensive picture of the context and meaning behind the actions or experiences experienced by individuals.

### **3 RESULTS**

This research was conducted by utilizing various data collection strategies, such as observation, in-depth interviews, and documentation. Observations were conducted directly to monitor the dynamics of activities at SMA Negeri 2 Slawi, particularly related to the application of the Pancasila learner profile in shaping entrepreneurial character in students. Interviews were conducted with several resource persons, including the coordinator of the Pancasila Student Profile Strengthening Project (P5), two economics teachers, and six representatives of grade XI students. In addition, documentation was conducted by collecting school archives relevant to the research topic. The following are the results of the research that have been analyzed along with the discussion:

#### **3.1 Application of the Pancasila Student Profile in Shaping Student Entrepreneurial Character at SMA Negeri 2 Slawi**

The application of the Pancasila Student Profile at SMA Negeri 2 Slawi is carried out systematically through the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship. The formation of entrepreneurial character through the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 2 Slawi is a process that determines the success of developing students' entrepreneurial spirit. The more comprehensive and structured the application of Pancasila values in this entrepreneurship learning, the stronger and more sustainable the entrepreneurial character formed in students. SMA Negeri 2 Slawi has succeeded in realizing this through three main stages that are interrelated and mutually reinforcing, with the support of various related parties.

In the crucial preparation stage, the school not only designed a thorough plan, but also analyzed the local potential that could be developed. Themes such as traditional cuisine and food security were chosen for their relevance and sustainability. Collaboration with Bhamada University provided added value through intensive training, such as business model canvas development, creative marketing strategies and product packaging techniques. This preparation is in line with the holistic and contextual principles in the Pancasila learner profile in accordance with the opinion presented by (Suhardi, 2022) which emphasizes the importance of connecting learning with the realities of the business world and involving various stakeholders.

The implementation of the project for two full weeks is designed to give students real experience in managing a business as a whole. Students are divided into heterogeneous small groups to maximize the collaborative learning process, where they have to manage the entire business cycle from production planning, raw material processing, packaging, to effective marketing strategies. This activity reflects a learner-centered and exploratory learning approach as described by (Suhardi, 2022), where students actively manage learning independently and are given space to explore.

A comprehensive and multi-layered evaluation system is key to the success of this program. It not only includes detailed daily observations by teachers, but also involves summative assessments that measure various aspects of competence, as well as in-depth self-reflection from students.

The results of this study are in line with the theory of Peter Drucker (1993) in (Ramadlani et al., 2023) which states that entrepreneurship includes innovation and the creation of change. The "Changing Value and Characteristics" strategy is reflected in the ability of students to transform simple local materials into high-value products through creativity and market analysis. The value of mutual cooperation is reflected in the adaptive division of tasks, while independence and creativity grow through problem solving and product innovation. The culmination of the activity in the form of a bazaar is a means of practicing sales as well as practicing communication, negotiation, and customer service. The added value found in this research compared to previous research is the importance of collaboration with external parties to improve the quality of entrepreneurship learning.

Based on in-depth and comprehensive data analysis, it can be concluded that SMA Negeri 2 Slawi has succeeded in shaping students' resilient entrepreneurial character through three main pillars, namely (1) collaboration-based preparation involving various stakeholders including external experts, (2) implementation that emphasizes real experience-based learning and strengthening Pancasila values in the real context, and (3) comprehensive evaluation that not only measures results but also the character building process. This integrated approach not only succeeds in developing practical entrepreneurial skills that are applicable, but also at the same time strengthens student character in accordance with

the Student Profile of Pancasila which includes spiritual, emotional, and social aspects in a balanced manner.

### **3.2 Values in the Pancasila Student Profile that Contribute to Student Entrepreneurial Character Building**

The values contained in the Pancasila student profile that contribute to shaping student entrepreneurial character through various aspects, namely 1) Creativity, seen in the ability of students to process local materials into innovative products and design relevant digital marketing strategies. This creativity also includes adaptation to market changes and consumer needs; 2) Mutual cooperation, reflected in teamwork during the production to marketing process. Students learn to collaborate, support each other, and take responsibility together. This value also shapes attitudes of mutual trust, respect for members' contributions, and conflict resolution, in line with the principles of teamwork in the modern business world; 3) Independence develops when students take the initiative to design their own business and dare to evaluate failure as part of the learning process; 4) Faithful, Devoted to God Almighty, and Noble, this value is manifested in honest, ethical, and customer service-oriented business practices; 5) Critical reasoning, helping students analyze business feasibility, identify problems, and formulate innovative solutions. The combination of these values creates a strong foundation for the development of entrepreneurial character of students who are not only technically competent, but also have the integrity and strategic thinking skills needed in a competitive business world.

The results of this study are in line with the findings (Rusnaini et al., 2021) which suggest that the Pancasila learner profile consists of six main indicators that represent the superior character and essential competencies expected to be inherent in each learner, including creative which is interpreted as the ability to innovate by producing original works that have use value and positive impact. In addition, Gotong royong reflects the spirit of cooperation carried out with awareness and sincerity, so that tasks become lighter and more efficient. Furthermore, the value of independence in the Pancasila learner profile illustrates the ability of Indonesian learners to take full responsibility for their learning, both in the process and the results achieved. Critical reasoning skills strengthen students' ability to process information objectively, solve problems, and make rational decisions. Meanwhile, the values of faith, devotion to God Almighty, and noble character emphasize the formation of solid spiritual and moral character, including morals towards fellow humans and the environment, which are relevant to honest business practices.

Based on the data analysis, it can be concluded that the formation of student entrepreneurial character through the Pancasila Student Profile at SMA Negeri 2 Slawi is carried out through (1) the development of creativity in creating innovative products and marketing strategies, (2) the application of mutual cooperation in collaborative teamwork, and (3) strengthening independence, noble morals, and critical reasoning skills. This holistic approach produces graduates who not only have entrepreneurial skills, but also strong character according to the values of Pancasila.

### **3.3 Obstacles faced in the Implementation of the Pancasila Student Profile to Form Student Entrepreneurial Character**

The implementation of the P5 Entrepreneurship program at SMA Negeri 2 Slawi plays an important role in shaping student entrepreneurial character, although it still faces several obstacles. One of the main obstacles is the limited facilities, especially production equipment such as stoves and cooking utensils, so students have to improvise with makeshift equipment or borrow from each other. Another obstacle is the inequality of participation in groups, where some students are active while others are passive. To overcome this, the teacher implemented a reward and punishment system to encourage the involvement of all members. In addition, fear of failure is also a psychological barrier, especially related to the risk of loss or unsold products. The school addresses this through reflection sessions that encourage students to see failure as part of the learning process, while drawing lessons from every challenge faced.

The results of this study are in line with the opinion of (Nadilla & Nora, 2025) which states that challenges in implementing entrepreneurship programs in schools can actually be an effective learning medium if managed properly. Limited facilities can actually train students' adaptability and problem solving skills. Schools try to overcome this by maximizing available resources while encouraging collaboration between learning groups.

Based on the data analysis, it can be concluded that the challenges in the implementation of P5 Entrepreneurship at SMA Negeri 2 Slawi can be categorized into two main aspects, namely (1) limited

facilities and infrastructure that are overcome by creativity and collaboration between students, and (2) group dynamics and psychological barriers that are resolved through a reward and punishment system and a reflection approach. Comprehensive handling of these challenges contributed to strengthening students' resilient character and problem solving skills in entrepreneurship.

#### 4 CONCLUSIONS

Based on the results of research on the application of the Pancasila student profile in shaping the entrepreneurial character of class XI students at SMA Negeri 2 Slawi, it can be concluded that the Pancasila Student Profile Strengthening Project (P5) program with the theme of entrepreneurship has been successfully implemented systematically and applicatively. Through an intensive two-week program, students not only gain a conceptual understanding of entrepreneurship, but are also directly involved in the process of business practice from planning to marketing. Collaboration with Bhamada University in business training is an important element that strengthens students' readiness to run the project. The values in the Pancasila Student Profile such as creativity, mutual cooperation, independence, noble character, and critical reasoning are proven to make a real contribution in shaping the entrepreneurial character of students who are not only technically competent, but also uphold ethics and are able to think strategically. Although there are obstacles such as limited facilities, inequality of group participation, and fear of failure, the school is able to overcome them through creative approaches, reward and sanction systems, and reflection methods to build student resilience. Overall, the implementation of P5 in the context of entrepreneurship in this school is an effective means of instilling character values while preparing students to face real-world challenges adaptively and responsibly.

Based on the research findings, it is recommended that schools and teachers continue to develop the Pancasila Student Profile Strengthening Project (P5) of entrepreneurship through collaboration with universities, MSMEs, and the industrial world, as well as providing adequate facilities and training. Students are expected to be more proactive, creative, and dare to take part in every process as part of entrepreneurial character development. Future researchers are advised to expand the scope of the study with a quantitative or mixed approach to obtain a more comprehensive picture of the effectiveness and challenges of implementing the Pancasila Student Profile Strengthening Project (P5).

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