

Optimization of Entrepreneurship in Realizing the Profile of Pancasila Students at SMA Negeri 13 Pekanbaru Riau Province

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Abstract

Realizing a Pancasila student profile, of course, cannot be separated from the support of various parties in producing superior students. But so far students' interest in entrepreneurship has not been optimal and needs to be improved. One form of project activities that exist in each school that can shape the national character to achieve student profiles in Pancasila is by instilling an entrepreneurial spirit. The purpose of this study is to contextually describe optimizing entrepreneurship in realizing the Pancasila student profile. The research method used is the descriptive qualitative method. In collecting data, researchers directly interact with informants using an interview guide. Based on the results of data analysis it can be concluded that schools that apply the independent curriculum can provide opportunities for students to develop an entrepreneurial spirit through Strengthening the Pancasila Profile with the theme of entrepreneurship, in this case, the teacher as a facilitator has optimal competence in entrepreneurship besides students gaining entrepreneurial knowledge and skills in playing an active role in the Pancasila Profile with the entrepreneurial theme.

Keywords: Entrepreneurship, profile of pancasila

INTRODUCTION

The new Learning Paradigm guarantees student-centered learning practices (Nugrohadi et al., 2022). With student-centered learning that aims to improve learning so that in the end students can achieve the expected competencies, learning begins with mapping competency standards, planning the learning process, and carrying out assessments. Such learning gives teachers the opportunity to define learning plans and assessments that suit the characteristics and needs of their students. As such, the Pancasila Understudy Profile serves as a rule for all regulations and changes within the Indonesian educational framework, including learning and assessment. Pancasila Understudy Profile Reinforcing Venture is an interdisciplinary study that involves observing problems in the surrounding environment and finding solutions to them. Empowering Employment Expansion Pancasila's Understudy Profile takes a project-based approach to learning. This differs from the project-based learning found in classroom programs within schools. The Fortifying Pancasila Understudy Profile Venture provides students with the ability to memorize in casual situations, flexible learning structures, and smarter learning practices, while providing a wider range of environments and provide direct involvement of A scope can be an arrangement of exercises to achieve a specific goal through analysis of a difficult topic. This project is outlined to help students explore the problem, understand it, and make a decision. Undergraduates are committed to delivering articles and activities within the planned timeframe.

Pancasila student profile Pancasila Student Profile is a capability, or character and competence that Indonesian students need to have in the 21st Century. Character and competence are two different things but mutually support each other. Both are very important for every Indonesian student to have. The Pancasila Student Profile is formulated as follows: "Indonesian students are lifelong students who are competent, have character, and behave according to Pancasila values." The profile statement in one sentence shows a summary of three big things, namely lifelong students, competence, and character according to Pancasila values. All three are very big concepts. Being a lifelong learner requires independence, where a person is able to identify his need to learn, be motivated,

The project 'Strengthening the Pancasila Student Profile' (P5) aims to strengthen efforts to achieve competencies and personalities according to the Pancasila student profile, based on specific established topics agreed upon by teachers. It is a project-based activity within the purposeful curriculum.

The Pancasila Student Profile is designed to answer one big question about the desired results of the Indonesian education system regarding the competencies or profiles that Indonesian Students will have, namely the formation of "Indonesian Students who become lifelong learners. Students who are competent, have character, and behave in accordance with the values of Pancasila values" (Laila et al., 2022). This statement refers to two things, namely the ability to become a democratic citizen of Indonesia and the ability to become a superior and productive human being in facing the Industrial Revolution 4.0 in the 21st century.

The advancement of the free learning educational programs from 2022 to 2024 could be a government approach that emphasizes angles of the quality of instruction, with the aim of making understudies ended up great graduates. Within the future understudies will confront fast competition in information and progressively modern mechanical advancements. Based on this, the government through its arrangements looks for to fortify the profile of Pancasila understudies for each understudy who is significant to the competency needs that are in understanding with 4.0 towards 5.0. Shalikhah, (2022) clarified that the Pancasila Understudy Profile Fortifying Venture gives openings for understudies so that they can carry out the learning handle in informal conditions with adaptable learning strategies that are straightforwardly included within the community environment.

After the Covid-19 pandemic ended, the government announced a policy to conduct the learning process face-to-face, while during the pandemic the learning process would be conducted face-to-face. Blended learning. This policy is designed to encourage students to be creative students who modify and create meaningful and useful work for problem-solving thinking. Based on GTK (2022), aspects of Pancasila's student profile include a) faith and devotion to YME, b) global diversity and independence, c) mutual cooperation, d) reasoning, e) It includes six aspects such as critical and creative. Ministry of Education and Culture (Setyono & Widodo, 2019) stated that there are 6 indicators from the profile of Pancasila students. What is included in the 6 indicators listed by the Indonesian Ministry of Education and Culture (Setyono & Widodo, 2019) as explained again by the Minister of Education, Culture, Sports, Science and Technology, the six indicators include: Faith and piety in Almighty God and noble morals. It is argued here that the disciples of faith fear Almighty God and have noble morals.

- a. Global Diversity: The purpose of this global diversity is to ensure that students maintain an open mind as they nurture existing cultures, including national, regional and identity cultures, and strengthen connections with other cultures to create a respectful and positive ancestral culture. Do not deviate from the ancestral culture of the Indonesian people.
- b. Collaborative means that students have the ability to work together, to do things seriously and honestly so that they can be carried out smoothly and easily.

- c. Independent, independent here means that students in Indonesia are students who have independence.
- d. Critical thinking is the ability of students to process information qualitatively and quantitatively, to integrate relationships with a variety of information received, to examine and evaluate information, and to become critical when asked to draw conclusions. Ability. and can be derived objectively.
- e. Creative, creative here refers to students who are creative, able to adapt and create things that are original, meaningful, useful and impactful.

They need to grow together so educators should not only focus on one or two dimensions. Ignoring one of them will hinder the development of the other dimensions. For example, the attitude of love for the motherland is the fruit of the development of the dimensions of "faithful, pious to God Almighty, and noble character" because one of its elements is the character of the nation. An attitude of love for the motherland is awakened apart from morals as human beings who believe, it is also due to the awakening of a sense of caring for others, caring for and being responsive to the environment which is an element of the dimension of mutual cooperation. In addition, the dimension of Global Diversity relates to the development of identity and the ability to self-reflect as part of the Indonesian nation and cultural group as well as part of the world's citizens.

Believing in and fearing God Almighty pays attention to five key elements of faith, namely: (a) religious morals in carrying out religious ritual obligations that are believed; (b) personal morals in loving himself; (c) morals towards humans can be seen from the interactions and ways of socializing a student with other humans; (d) morals towards nature by loving and caring for the environment around them; and (e) state morals can understand things and obligations as a good citizen.

The independent learning curriculum is proclaimed to deal with technological developments or the digitalization era which demands students to be more competent. So that students will be the center of attention and students are also objects in the learning process. Students are taught to know how to collaborate both with their peers and with their educators. Educators can also make the learning process more meaningful, so that later students can apply their knowledge in their lives and are expected to be able to play an active role in their social environment. That way educators must also determine learning media to support the learning process by collaborating technology with the learning process in order to form students who have skills in critical thinking, communication,

Independent Curriculum Currently Applied in Indonesia. According to (Intiana et al., 2023) Since the independent syllabus is a new syllabus, when implementing the Pancasila Student Profile Improvement Project, teachers need to make adjustments to further enhance their understanding of the Pancasila Student Profile Improvement Project. Principals and teachers always attend seminars organized by the Ministry of Education, Culture, Sports, Science and Technology. The Pancasila Student Profile Enhancement Project is an interdisciplinary project consisting of different subjects from the educational unit (Chamisijatn et al., 2023).

In secondary schools, the unique curriculum structure is divided into two main activities: intra-curriculum learning and the project to enhance the student profile of Pancasila (abbreviated as P5) (Education, Culture and Research, Annex I of the Minister's Decree). based on). technology). No. 262/M/2022 on the Amendment of Legislative Decree No. 56/M/2022 on Guidelines for the Implementation of Curriculum in the Context of Education, Culture, Research and Technical Learning and Recreation). The Project activity to strengthen the Pancasila student profile aims to strengthen his efforts to develop his Pancasila student profile in relation to the graduate proficiency criteria.

(Sabon et al., 2022) Pancasila's student profile, he said, contains six competencies formulated as key elements. As the six aspects are interrelated and mutually reinforcing, the six aspects must be developed as a whole rather than piece by piece in order to achieve the complete Pancasila student profile. The six aspects are: 1) Faith, devotion to Almighty God, and noble character. 2) global diversity; 3) Collaborate. 4) Independent. 5) Critical thinking. 6) Creative. Based on these six aspects of his, Pancasila's student profile appears to focus not only on cognitive abilities, but also on attitudes and behaviors consistent with national identity in Indonesia and the world. Moreover, the competencies and characteristics contained in these six dimensions serve as guides for all policies and reforms in the Indonesian education system, including learning and assessment. The Pancasila Student Profile Enhancement Project is an attempt to bring the Pancasila Student Profile to life using a new learning paradigm (Susilawati et al., 2021). The "Empowering Pancasila Student Profile Project" provides students with the opportunity to acquire "experience" and "knowledge" as a process of character strengthening and learn from the people around them. In this project activity, students will have the opportunity to explore important issues and issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, democratic life, etc., and help students address these issues. can take real action on level and learning needs. This empowerment project can also encourage students to participate in and influence the environment.

The Pancasila Student Profile project aims to encourage students to contribute to the community. Successful execution of a project is an achievement for workers in the modern world. Curriculum planning states that the implementation of the Pancasila Student Profile Enhancement Project is included in Kepmendikbudristek Formulation No. 56/M/2022 on Curriculum Implementation Guidelines in Learning Recovery and that the structure of the curriculum is at his PAUD level. It is listed. So is primary and secondary education, which consists of in-school learning activities and projects to increase the visibility of Pancasila students. Equality education now consists of general group subjects and empowerment and competencies based on the Pancasila student profile. It should be introduced early by creating a Pancasila student profile that contains the personality and competencies needed to be a good global citizen (Irawati et al., 2022).

Pancasila's student visibility project was carried out outside of school hours. Projects that enhance Pancasila's student profile are best carried out when students, educators and the educational environment can optimize each other's roles as key learning factors. Students act as learning agents expected to actively participate in a range of activities, educators act as learning facilitators expected to assist in optimizing students' learning processes, and the teaching unit environment is It is a supportive activity that is expected to facilitate the provision of facilities. A positive learning environment plays an important role in execution. I'm saved. The enhancement of the Pancasila Student Profile project is expected to be the best tool to encourage students to become competent lifelong learners, to have character and to act in accordance with Pancasila's values. The Pancasila Student Profile Project is an attempt to develop synergies among students (Nisa, 2023).

The process of implementing a Pancasila project to increase student visibility begins with the formation of a team of facilitators, subsequent determination of the school's readiness level, design of thematic content and implementation time, and compilation and design of project modules. Developing a strategy for reporting project results. The implementation plan for the Pancasila Prominence Project will be tailored to the needs and circumstances of the school.

The High School Education Pancasila Student Profile Project themes are based on the criteria, curriculum and assessment of the Pancasila Student Profile Enhancement Project Development Guidelines (P5) issued by the Ministry of Research, Technology and Higher Education. Subjectivity: more sustainable lifestyles, local wisdom, global diversity, bodies awakening, democracy of voice, engineering and technology, entrepreneurship and employment.

One of the public high schools in Riau Province is SMA Negeri 13 in the city of Pekanbaru, Riau Province, which has implemented an independent curriculum, one of the themes taken is the theme "Entrepreneurship". and parent representatives.

The Pancasila Student Profile Enhancement Project (P5), conducted at SMA Negri 13, Pekanbaru, Riau, aims to enhance entrepreneurship, independence and collaboration among students. In addition, the implementation of this project will increase the attention of Pancasila students who will enhance their entrepreneurial potential at SMA Negeri 13, Pekanbaru, Riau. The Merdeka curriculum with MP e-commerce media has the following objectives: 1) For students. Enabling student-owned smartphones to be used for entrepreneurship and to help pay for their education. 2). For teachers as an alternative PKK implementation option in a standalone curriculum that schools can use. 3). For use as a resource by government agencies to consider further steps in the development of student entrepreneurship. Four). For Communities: Strengthen and commercialize the achievements of local small businesses.

Based on initial observations at Pekanbaru 13 Public High School, Riau Province, researchers conducted interviews on March 14 2023 with a teacher named Ms. Meifitriadi who is the deputy head of the school for student affairs as well as a teacher of Cultural Arts Studies. Ms. Meifitriadi said that the implementation of the independent curriculum through the Pancasila Student Profile Strengthening Project (P5) had been implemented in grade 10 and the curricular was implemented at the end of the semester with an entrepreneurial theme. Through activities with the theme of entrepreneurship, students can foster an entrepreneurial spirit so that they can increase students' interests, aspirations and learning achievements as well as increase student participation in school attendance (Janke & Dickhäuser, 2019).

Based on the statement of Mrs. Meifitriadi, there are several obstacles faced by arts and culture teachers and students in the learning process which leads to the formation of a Pancasila profile, especially the theme of entrepreneurship, which is still not optimal. Many arts and culture teachers complain about learning the Pancasila profile, especially the theme of entrepreneurship, this causes teachers to not be optimal in understanding projects to strengthen Pancasila student profiles in increasing entrepreneurial potential, because many teachers do not understand about projects to strengthen Pancasila student profiles in increasing this entrepreneurial potential. Arts and culture teachers are also not optimal in understanding the Pancasila Student Profile Strengthening Project (P5), because teachers have not received optimal training.

Based on an interview with a student named Emelya Chaw on March 14 2023 in class X.1 SMA Negeri 13 Pekanbaru, Riau Province. Emelya Chaw said he did not understand about learning the Pancasila profile, especially the entrepreneurial theme, because the teacher did not master the material presented to students about the Pancasila profile, especially the entrepreneurial theme, so that in carrying out entrepreneurial projects it was not fully successful. It can be seen that not many students showed an independent, creative attitude, and students are not action oriented, do not have leadership spirit, do not show hard work.

This research will discuss the extent to which the process of implementing the Project to Strengthen the Pancasila Student Profile (P5) to increase entrepreneurial potential, as according to (Santoso et al., 2023) entitled "Implementation of the Independent Curriculum through Literacy of the Project to Strengthen Pancasila Student Profiles. The role of parents is no less important in increasing students' reading and writing literacy, namely by providing assistance to repeat what has been taught at school. Then a meaningful learning resource for students. Students must also be more actively involved in the Pancasila Student Profile Strengthening Project (P5) in increasing the entrepreneurial potential of students.

Realizing a Pancasila student profile, of course, cannot be separated from the support of various parties to produce superior students. But so far students' interest in entrepreneurship has not been optimal and really needs to be improved. (Putra & Chasanatun, 2023) explained that optimization is an effort to improve individual and group performance.

Optimization is an attempt to maximize activity to achieve a desired or desirable benefit. From this discussion, we can see that optimization can only be achieved if it is implemented effectively and efficiently.

According to (Mazyavkina et al., 2021) The optimizations described come from the word "optimal" which means "best" or "best". Optimizing means achieving the best or best. Optimization is the process of optimizing something, in other words, making something the best or best. Optimizing here means ensuring that the best results are achieved in carrying out administration of the institution and infrastructure according to planned expectations and goals. Optimal is closely related to the criteria for the results obtained. The best schools are those that achieve maximum results with minimum losses.

One of the efforts to optimize existing project activities in each school that can shape the nation's character is in an effort to achieve a student profile Pancasila is by instilling an entrepreneurial spirit. (Jamjemah et al., 2022) explained that determining the attitude or character of each individual, especially students as the nation's next generation, needs to be instilled as early as possible. According to (Hikmasari et al., 2021) education acts as a guide to all natural forces within students so that students can gain success both individually and in society.

Students have an important role in the midst of society as revolutionaries. Because students have the enthusiasm, ability, competitiveness that are considered capable of developing and building the balance of the Indonesian economy. With the existence of entrepreneurship in the project to strengthen the profile of Pancasila students, it can provide experience and learning about how to have the character of a reliable entrepreneur.

Based on the driving school curriculum through the theme of entrepreneurship in the Reinforcement project Pancasila Student Profiles so that they can develop student innovation and creativity in realizing ideas and ideas that are created so that they become products that can be produced and marketed in the midst of society. Students learn to determine the various types of business to be carried out, develop a budget plan. (Nur et al., 2021) is a soul and mental process that is creative, active, innovative and has the ability to find something different, new and useful for many people.

Based on interview with the principal Pekanbaru 13 Public High School on March 1 2023, regarding face-to-face learning after the Covid 19 pandemic affected students' interest and motivation to carry out the face-to-face learning process. Factors that cause students' low interest and motivation to carry out the learning process face-to-face are because they are used to learning that is transferred through the network (online). Students depend on gadgets; students are affected by the time of implementing online learning during the Covid 19 pandemic.

The Covid-19 pandemic has had a significant impact on students' interests, aspirations and learning outcomes, reducing their willingness to go to school to participate in face-to-face learning. It refers to the Ministry of Education, Culture, Sports, Science and Technology (Usman et al., 2023). The Pancasila Student Profile Strengthening Project is one of the co-curricular activities whose theme is Entrepreneurship. Through this entrepreneurial theme, it can foster the entrepreneurial spirit of students so that it can increase student interest, aspirations and learning outcomes and can increase student motivation to return to school.

Based on the above, this study aims to determine the role of entrepreneurship in the implementation of the Pancasila Student Profile Improvement Project at SMA Negeri 13 Pekanbaru. The results of this study are expected to provide information and input to stakeholders involved in implementing the Pancasila student profile improvement project.

RESEARCH METHODS

The method used in this research is qualitative descriptive method. In collecting data, researchers directly interact with informants using an interview guide. The informants in this study were school principals, teacher boards and students at SMA Negeri 13 Pekanbaru. The results of the interviews were analyzed by means of descriptions. The data collection techniques were obtained through interviews, observation, and documentation. Analysis of the research data comes from primary data and secondary data. Where the primary data obtained from the results of interviews and notes obtained from the observation process. While secondary data obtained from the results of documentation and archives obtained from. According to (Sumardi & Nugrahani, 2021) qualitative research method is a research approach that relates directly to the object being studied to obtain data and the data is analyzed to draw conclusions. Meanwhile, according to (Ratnapalan, 2019) seek to explore and understand to interpret a phenomenon, event and interaction of human behavior in certain situations.

RESULT AND DISCUSSION

Entrepreneurs owned by someone can see business opportunities, collect resources to make decisions to generate profits in order to improve welfare. According to (Munawar et al., 2023) essentially entrepreneurship is someone's thinking in producing innovative, creative innovations in the real world. Meanwhile (Zadeh, 2022) explained that entrepreneurship is someone who has an entrepreneurial spirit who applies this entrepreneurship in his life. People who have innovation and creativity in their lives (Ambarwati et al., 2023) explained epistemologically, entrepreneurship is one of a person's abilities to think creatively and behave innovatively which is the basis, resources, driving force, goals, strategies and tips in facing life's challenges.

Based on some of the opinions above, it can be interpreted that entrepreneurship requires creativity, such as entrepreneurs must have a new mindset, innovation to act in order to create new things.

A project to enhance Pancasila's student profile, discussed by the Ministry of Education and Culture, will provide students with the widest possible opportunities to learn informally through flexible learning flows, including the environment. Not only do students receive information during the learning process, but they can also engage in learning related to the academic world, which aids in the learning process up to high school (SMA) level. The High School Learning Process (SMA) should be able to guide and develop different aspects of student life. One is the role of entrepreneurship in realizing Pancasila's student profile. Pancasila's student profile offers a variety of activities and knowledge outside of academia. This entrepreneurial role allows schools to choose the topics they apply to their students. Entrepreneurship-themed Pancasila student visibility implementation at SMA Negeri 13 Pekanbaru consisted of presenting the project to the students at the final stage of product display and the initial stage of introducing the implementation process of Pancasila. increase. To enhance the student profile of SMA Negeri 13 Pekanbaru, Pekanbaru teachers use diagnostic assessment. This is an independent curriculum assessment conducted specifically for the purpose of identifying or knowing the student's characteristics, strengths or weaknesses as they learn to achieve effective outcomes. They can later be used as a basis for follow-up, allowing learning to be designed according to the student's abilities and circumstances.

After the teacher gets information on student competencies, it is continued by providing material about the competencies possessed by students. Beginning with giving about creative economic development for students. Basically the creative economy is the ability and creative ideas to produce/produce goods so that they are of use value and have a high selling price. The teacher gives directions to students to be able to develop their creations according to their talents and interests, even in the future it will become a promising business opportunity for students. The opportunities that can be captured by students at SMA Negeri 13 Pekanbaru in developing Creative Economy is a traditional food processing home industry and the utilization of used goods into goods with high selling value. The material given to students is adjusted to their talents and characteristics.

Students who have an interest in traditional Pekanbaru food which is characteristic of Pekanbaru souvenirs, are provided with material about Pekanbaru traditional food starting from the introduction of the types and raw materials of traditional Pekanbaru food, after students recognize these types and raw materials students are trained on how to process raw materials into food ready for market. Likewise, with students who are interested in opportunities to use used goods, also equipped with material to support the development of these creative ideas. In this stage the school also involves SMEs / Home industry engaged in traditional food and product manufacturing skills from various used goods located in the Pekanbaru 13 High School environment.

At this stage student are given the opportunity to interview UMKM / home industry. This stage is the stage of providing provisions to students after being given material students will be given formative 1 up to formative 2 as evaluation material. In the formative stage 1 students make a classification list of types of traditional food and types of products from used goods. as well as, individually students spell out LKPD and in formative 2 students make a list of interview questions to UMKM/home industry about how the process of making traditional food besides that students can learn how to make it to sales and what obstacles are experienced by UMKM/home industry.

In the next stage, namely the practice stage, students will jump directly into the field and adapt and learn to establish communication and conduct surveys of recommended companies or SME / home industries and students conduct interviews that have been prepared in formative 2. After this stage is complete, then students begin to produce own traditional food which is carried out in groups. At this experimental stage, apart from producing, students also learn how to make attractive and durable packaging so that consumers are motivated to buy

At this stage student carry out formative 3, namely the assessment of the process of making products and the results of the product itself in the form of traditional Pekanbaru food. After producing, an evaluation is given so that the finished product can be marketed through an exhibition of learning outcomes. At this stage the teacher will give appreciation to students and most importantly, criticism and suggestions to students for the perfection of the products that have been produced by students.

The final stage is the stage of making a business plan, selling and recording sales. Then proceed with project evaluation and reflection and the teacher conducts a summative assessment. This particular type of summative research is an assessment conducted at the end of the semester. Based on the learning process from the initial stage to the final stage, student enthusiasm is very high in the learning process Pancasila Student Profile Strengthening Project. Entrepreneurial spirit of students can grow like creative, innovative, or new ideas. Starting from the early stages of the introduction of the Pancasila Student Profile Strengthening Project to the exhibition of their learning results were very enthusiastic, they also learned more about the types of traditional food that consumers are most interested in selling Pekanbaru special souvenirs. This is in accordance with what was explained by (Ombili et al., 2022) The Pancasila Student Profile Strengthening Project is very useful for students, they are taught learning outside of school and do real projects.

The Pancasila Student Profile Strengthening Project trains the ability and creativity of students and can also bring out the hidden values in students. With the emergence of ambition, innovation, and student discipline, it is easy for students to develop and dare to face obstacles in the real world of business, namely in the learning outcomes exhibition which was held at SMA 13 Pekanbaru.

CONCLUSION

Based on the discussion above, it can be concluded that schools that implement an independent curriculum can provide opportunities for students to develop an entrepreneurial spirit through the Pancasila Profile Strengthening Project with the theme of entrepreneurship, in this case the teacher who acts as a facilitator has optimal competence in entrepreneurship besides students gaining knowledge and skills. entrepreneurship in playing an active role in the Pancasila Profile with the theme of entrepreneurship. Based on this activity, which provides opportunities for students to learn as broadly as possible which has a good impact on students and their environment, and also they have helped government programs, namely realizing a more advanced Indonesia.

Based on the above conclusions optimize Entrepreneurship in realizing Pancasila student profiles is suggested to; 1) Students are expected to have a high entrepreneurial attitude, namely by concentrating on following lessons, especially those related to entrepreneurship, 2) Parents as the main supporters of students, are expected to carry out their role as parents properly. In addition, it is hoped that it will not require students to be according to what parents want, but rather give them freedom of opinion to pursue their goals, 3) teachers are expected to be active in providing entrepreneurship information and can change students' mindsets about entrepreneurship. In addition, it is also hoped that teachers can continue to update their

knowledge about entrepreneurship to arouse student motivation in starting entrepreneurship.

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