

## The Effect of the Pancasila Student Profile Strengthening Project to Improve Student Entrepreneurial Competence

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### Abstract

In this research, the focus was on evaluating the impact of the Pancasila Student Profile Strengthening Project on enhancing the entrepreneurial competence of students at SMAN 1 Pasaman. Utilizing the quantitative survey method, the study targeted grade X students, encompassing 150 respondents from SMA Negeri 1 Pasaman, employing purposive sampling. Data collection involved distributing questionnaires both directly and online to students. The findings indicated a significant and positive correlation between the P5 program and the enhancement of entrepreneurial competence among secondary school learners. The study underscored the pivotal role of integrating Pancasila values into education, elucidating how it contributes to cultivating robust character traits and fostering independence crucial for future entrepreneurial endeavors. By emphasizing the Pancasila values within the educational framework, the research revealed its instrumental role in shaping students' attitudes and competencies, establishing a foundation for their potential engagement in entrepreneurial activities.

### Keywords

Pancasila Profile; Entrepreneurial Competence; Learners

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## 1. INTRODUCTION

Pancasila contains fundamental social values (Dewantara et al., 2019; Aprilia & Nawawi, 2023; Hanafi et al., 2023; Utami & Princess, 2023). Pancasila grows and develops as a new national cultural value on top of the primordial cultural value from which it originated (Rizqi, 2020; Septiani & Kurniawan, 2022; Suryatni & Widana, 2023). Pancasila gives confidence that a nation is all people who want to shape a common future under the protection of a country, regardless of ethnicity, race, religion, or group (Nurfatimah & Dewi, 2021; Aprilia & Nawawi, 2023). The main challenge in nation-building is how the state provides a strong identity to provide a feeling of specialness, different from others (Theys, 2018; Alamin et al., 2020). It can be said that the principles of Pancasila, which is also the vision of the state to realize a sovereign, just, and prosperous society (Holle et al., 2020; Goddess & Goddess, 2021; Abdul Aziz, 2021; Aprilia & Nawawi, 2023; Mauliyah et al., 2023). This is indeed not easy to do, especially considering the current conditions that there is a tendency to ignore Pancasila. Lack of understanding, appreciation, and belief in the virtues of the values contained in each precept of Pancasila and their relationship with each other (Danyathi et al., 2022).

The "Strengthening Pancasila Student Profile" Project is a co-curricular project designed to strengthen the achievement of student competence and character education in Indonesia (Nurdyansyah et al., 2022; Nugraheni et al., 2022; Margiyati et al., 2023; Giarti, 2023). Entrepreneurship is a central concept throughout the project. The project's overarching goal is to increase students' overall competence, which includes business skills. However, there is currently a dearth of data on the impact of this initiative on students' ability to think creatively and entrepreneurially. The effects of project execution on educators' skill levels have been the subject of several studies (Simarmata et al., 2022). Therefore, further study is required to ascertain whether or not the "Pancasila Student Profile Strengthening Project" is successful in fostering entrepreneurial Competence within its participants.

Competence in business is crucial for tackling the world's economic problems (Hanushek & Woessmann, 2020; Nurhasanah et al., 2023; Gunartin et al., 2023). Entrepreneurship is one of the primary aspects that may help people and nations overcome numerous obstacles in today's world of quick and dynamic economic changes (Khamimah, 2021). In an era of globalization and rapid economic transformation, entrepreneurial Competence is important for individuals and a country's economic and social progress. Through creativity, innovation, and resilience, entrepreneurship can be a driving force that helps countries face challenges and seize opportunities on the global economic stage (Ainul, 2022; Oktavia, 2014; Rusmana, 2020).

The lack of awareness and practice of Pancasila values among students is an issue that has important implications for the formation of national character and identity (Rusdiyani, 2015; Umairroh et al., 2021; Azlina et al., 2021). Pancasila, as the basis of the Indonesian state, has a central role in shaping society's norms, ethics, and morals (Taher, 2021; Benawa et al., 2023; Irawan et al., 2023). Limitations in developing creativity and innovation are issues that can affect the growth of individuals, organizations, and society as a whole. Through this approach, society can create an environment that stimulates the development of creativity and innovation, which will positively impact economic growth, technological development, and improved quality of life (Adha & Susanto, 2020; Luh De Liska, 2020).

Low entrepreneurial spirit and independence are issues that can hinder economic progress and the development of individuals and communities (Efendi D, 2014; Sukirman, 2017; Nirmayani & Suastika, 2023). Entrepreneurial spirit refers to the attitude, mentality, and skills needed to start and manage a business, while independence refers to an individual's ability to take responsibility for his own life (Hasan, 2020; Boldureanu et al., 2020; Saoula et al., 2023). By taking these steps, the community can stimulate the growth of entrepreneurial spirit and self-reliance, which will contribute to economic development, increased employment, and innovation (Aprillianita et al., 2020; Strong, 2016; Muhammad Ashoer, 2019).

Existing search results indicate a dearth of data about particular issues that may compromise the

success of the "Pancasila Student Profile Strengthening Project" in its goal of enhancing students' entrepreneurial competence. Nonetheless, the success of this endeavor is threatened by several possible obstacles, such as:

**Table 1.** Potential Challenges That May Affect Project Effectiveness

No	Problems	Information
1	Limited resources	The time, money, and tools necessary to complete a project may be substantial. Inadequate funding might compromise the project's quality and its ability to help students develop their business acumen.
2	Teacher readiness	The project's success may hinge on how well prepared and skilled educators are to teach entrepreneurship. The quality of instruction and students' opportunities to grow their entrepreneurial abilities might both suffer if instructors lack the appropriate background knowledge.
3	Experience Limitations	This project has the potential to expose students to some hands-on learning opportunities in the field of entrepreneurship; nevertheless, these activities may be superficial in nature. It may not fully reflect the challenges and opportunities of entrepreneurship in the real world. This can affect learners' ability to develop the skills and mindset necessary for entrepreneurial success.
4	Limited engagement and participation	The success of the project may also be determined by how actively students take part in it. If students are not completely engaged in the project or do not participate actively, this might influence the quality and efficacy of the project in building their entrepreneurial Competence.

Source: Interview results (2023)

It's worth noting that these possible difficulties with the "Strengthening the Profile of Pancasila Students" initiative may change based on the implementation approach and particular activities involved. To determine the precise obstacles and challenges that may impact the project's efficacy in enhancing learners' entrepreneurial Competence, further study and assessment are required. (Hamida Ombili et al., 2022; Rahmani et al., 2023). It's worth noting that the "Pancasila Student Profile Strengthening Project"'s ability to increase students' entrepreneurial Competence may rely on elements including implementation tactics, available resources, and the level of support given to the initiative. To determine how exactly this initiative affects students' levels of entrepreneurial competence, further study and assessment are required.

The purpose of this research was to evaluate how well the Pancasila student profile strengthening initiative has helped students at SMAN 1 Pasaman develop their business skills. The introduction of entrepreneurial abilities, however, remains challenging due to deficiencies in the educational system. Therefore, additional study is required to discover how these characteristics impact the entrepreneurial Competence of high school learners. That's why it's crucial to look at other factors including environment, education, and experience that might impact high school students' entrepreneurial Competence. However, further investigation is required to properly understand the effect of these ideas on the choices that students make when they engage in entrepreneurial activities and evaluate business opportunities.

## 2. METHOD

JL. Kihajar Dewantara, West Pasaman Regency, West Sumatra is the location of the school where the study was carried out. The quantitative survey technique was used for this study. Students' levels of entrepreneurial competence may be measured both before and after they take part in the project with the use of this survey. Standardized surveys or custom-designed questionnaires may be used to track

the development of students' skills and knowledge. Students' engagement, participation, and performance in entrepreneurship-related project-based activities may be observed via the use of questionnaires and other data gathering approaches. Students' involvement in projects may be observed and their actions, interactions, and results recorded (Sugiyono, 2012).

The research approach chosen may change based on the nature of the study's questions, its aims, and its overall context. To determine the best research approach for gauging the success of the "Pancasila Student Profile Strengthening Project" in elevating students' entrepreneurial Competence at SMAN 1 Pasaman, further study and communication with relevant experts may be required.

### 3. FINDINGS AND DISCUSSIONS

To evaluate if the data utilized is normal, it may be done using the Normal Probability evaluation and One-Sample Kolmogorov-Smirnov test by looking at the Asymp value—Sig (2- 2-tailed). Asymp indicates that the two-tailed significance level (Sig) is larger than the required minimum of 5% (0.05). There is a normal distribution because of this. Table 2 displays the results of normality tests conducted on the processed data:

**Table 2.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		150
Normal Parameters <sup>b</sup>	Mean	,0000000
	Std. Deviation	2,57305830
Most Extreme Differences	Absolute	,059
	Positive	,053
	Negative	-,059
Test Statistic		,059
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Data processed (2023)

As seen in Table 2. It can be observed that the value of asymp. Sig (2-tailed). of 0.200, which is more than 0.05 (0.200 > 0.05). This proves that the normalcy hypothesis is true. The data has been regularly distributed, as determined by the test requirements.

Linearity testing is applied to evaluate whether the data shows a linear relationship between the independent and dependent variables. This testing process uses SPSS software version 17 by applying the ANOVA (Analysis of Variance) formula and F test. If the r value is less than or equal to the predetermined level  $\alpha$ , then this indicates that the data distribution is linear. Conversely, if the r value exceeds the predetermined level  $\alpha$ , the data distribution pattern is not linear. Alternatively, when the resulting F value exceeds the F value of the table (with a significance level of  $\alpha$  of 5%), it can be concluded that the data show a linear nature ( Abdurahman & Muhidin, 2007).

**Table 3.** Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurial Competence * P5	Between Groups	(Combined)	78,926	8	9,866	1,489	,166
		Linearity	26,860	1	26,860	4,053	,046
		Deviation from Linearity	52,067	7	7,438	1,122	,352
	Within Groups		934,407	141	6,627		
	Total		1013,333	149			

Source: Data processed (2023)

According to the data in the table above, where a p-value of less than 0.05 indicates no link, we may conclude that P5 and entrepreneurial competence are linearly related.

The linear connection between an independent variable (X) and a dependent variable (Y) is the focus of Simple Linear Regression Analysis. The purpose of this study was to establish the direction of the connection between the two factors.

**Table 4.** Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	,163 <sup>a</sup>	,027	,020	2,582

a. Predictors: (Constant), P5  
b. Dependent Variable: Entrepreneurial Competence

Coefficients are represented by the letter R's numerical value. The correlation coefficient seen in the preceding table is 0.163. This number indicates that the correlation between the two variables is strong enough for further study. R2 or KD, which measures how effectively the regression model is generated by the interaction of independent and dependent variables, was also calculated and is shown in the table above. The calculated value for KD is 2.7%. This means that the contribution of X to Y is estimated to be 2.7%.

**Table 5.** Significance Value Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26,860	1	26,860	4,030	,047 <sup>b</sup>
	Residual	986,474	148	6,665		
	Total	1013,333	149			

a. Dependent Variable: Entrepreneurial Competence  
b. Predictors: (Constant), P5

To find out whether or not your regression is linear, use the above table from the significance test. The significance value test (Sig) may be used to establish criteria if the Sig value is less than 0.05. Using the provided data, we can deduce that Sig. = 0.047 fails to meet the 5% significance level. As a result, the statistical significance of the data-driven regression equation model is maintained.

**Table 6.** Simple Regression Coefficient

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	46,161	3,579		12,898	,000
	P5	,226	,113	,163	2,007	,047

a. Dependent Variable: Entrepreneurial Competence

The aforementioned basic regression coefficient calculation yields a value of 46.161 for the constant coefficient and a value of 0.226 for the coefficient representing the independent variable (X). The resulting regression equation is  $Y = 46,161 + 0.226X$ . According to the equation presented above, the value of the constant is 46,161. This number indicates that at time  $P5 = 0$ , the value of entrepreneurial Competence is 46,161. The positive value (0.226) in the regression coefficient of the independent variable P5 shows that there is a linear relationship between P5 and the dependent variable (entrepreneurial Competence), with each additional unit of P5 leading to an additional 0.226 units of Competence.

**Table 7.** Test the Hypothesis

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	46,161	3,579		12,898	,000
	P5	,226	,113	,163	2,007	,047

a. Dependent Variable: Entrepreneurial Competence

If the t-score is higher than the t-table threshold, then  $H_a$  is accepted and  $H_o$  is not. From the computation of tcount of 2.007 above compared to t table ( $df = 148$ ), which is 1.970 significant level of 5%, therefore t calculate > t table then  $H_a$  is approved, while  $H_o$  is refused. That is, to test both variables, it is preferable to adopt the alternative hypothesis ( $H_a$ ) rather than the null hypothesis ( $H_o$ ). Therefore, it's safe to say that X has a major impact on Y. Results from the experiment prove the premise that "There is a significant effectiveness between P5 on entrepreneurial competence at SMAN 1 Pasaman"

**Table 8.** Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	,163 <sup>a</sup>	,027	,020	2,582

a. Predictors: (Constant), P5  
b. Dependent Variable: Entrepreneurial Competence

Now that we know the answer is 0.163, we can use the determinant coefficient  $r^2$  as a percentage to find out how big of an impact variable X has on variable Y. From the results of the computation above, it can be determined that there is an impact of variable X on Y by 2.7% and the rest of which is 97.3% affected by other variables.

Pancasila is the main foothold for the State of Indonesia, and it can even be interpreted as the identity of the Indonesian nation. The concept of Pancasila as the basis of state ideology plays an important role as a guide for the Indonesian people's lives. The values contained in the five principles of Pancasila become the basis for the community in social interaction, worship, respect for human rights, and cooperation.

Therefore, entrepreneurial Competence can be strengthened through the school environment to

create a Pancasila Student Profile as presented in the research (Kholidah et al., 2022; Shalikhah, 2022; Trubus Kurniawan, 2023). The Strengthening Pancasila Student Profile (P5) project provides opportunities for students to feel and understand these values in the process of character building, as well as providing meaningful learning opportunities.

However, the implementation of this P5 may vary from school to school, given the uniqueness and context of each. The key to the success of this project lies in careful planning and strong commitment from all relevant parties, such as all stakeholders in the school. Without sincere commitment, this project will not run smoothly, as expressed by (Hamzah et al., 2022; Scientific, 2023; Kartini & Kusmanto, 2022; Pujawardani et al., 2023; Rahmani, 2023).

The results showed that the influence of the Pancasila student profile strengthening project positively impacted the entrepreneurial Competence of students at SMAN 1 Pasaman. Participation in the project significantly increased students' understanding of Pancasila values as a moral and ethical foundation. Furthermore, the project has helped develop entrepreneurial attitudes among students, stimulated their creativity, and encouraged them to take the initiative in facing economic challenges.

The project also contributes to improving learners' ability to design and manage business plans and broadening their understanding of efficient resource management. Thus, the project to strengthen the profile of Pancasila students effectively encourages entrepreneurial development among SMAN 1 Pasaman students, creating individuals better prepared to face the competitive business and economic world.

Developing entrepreneurial attitudes is important in preparing the younger generation to face economic challenges and play an active role in development. One approach that can be used is through the application of Pancasila values. Pancasila, as the basis of the Indonesian state, not only has a political dimension and a social and economic dimension that can be applied in the formation of entrepreneurial attitudes. The application of Pancasila values in the development of entrepreneurial attitudes can positively impact forming entrepreneurs with integrity and the ability to make a positive contribution to society and the economy as a whole. By combining the values of Pancasila with entrepreneurial aspects, the younger generation can become competitive and ethical agents of change in the business world.

#### **4. CONCLUSION**

Based on the results of this study, it can be concluded that the P5 Program has a significant positive influence in improving the entrepreneurial Competence of students in High School. The integration of Pancasila values in education helps form a strong character and independence that is essential for future entrepreneurship development.

Available information on specific research results on the effect of the "Pancasila Student Profile Strengthening Project" in improving students' entrepreneurial Competence is still very limited. However, some research focuses on project implementation and its impact on teacher competence. Other research highlights the potential of this project in developing the motivation and character of students related to entrepreneurship.

The available information shows that the "Pancasila Student Profile Strengthening Project" can potentially improve students' entrepreneurial Competence through its emphasis on character education, project-based learning, and teacher training. However, further research and evaluation are needed to assess the specific impact of this project on students' entrepreneurial Competence and identify areas for improvement.

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