

Exploring Students' Digital Entrepreneurship Potential in the Independent Curriculum: P5 Learning Practices at SMAN 3 Sragen

Dessy Purnamasari¹

¹ Postgraduate Program in Economics, Sebelas Maret University

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ABSTRACT

This study explores the challenges, dynamics, and innovative potentials of student entrepreneurship during the implementation of the Pancasila Student Profile Strengthening Project (P5) in the context of rapid digital technological advancement. The P5 program, designed to foster character development and 21st-century skills, serves as a platform to examine how students respond to digital-era demands through creative initiatives. Using a qualitative approach, data were collected through open-ended questionnaires and structured observation sheets involving students participating in P5 activities. The study aims to identify both the entrepreneurial innovations developed and the obstacles faced by students in digital-based projects. Findings reveal a variety of student-generated products that reflect creativity, adaptability, and technological integration. However, challenges such as limited digital literacy, time constraints, and access to resources also emerged. These results highlight the potential of the P5 framework to support entrepreneurial mindsets when supported by adequate digital and pedagogical infrastructure. The study underscores the need for schools to provide targeted guidance and resources to enhance students' entrepreneurial capabilities. Future research should explore long-term outcomes and the scalability of such innovation within the national curriculum.

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Corresponding Author:

Dessy Purnamasari
Postgraduate Program in Economics, Sebelas Maret University, Indonesia
Email: dessy608@gmail.com

1. INTRODUCTION

The development of digital technology in the world is currently experiencing rapid progress. With technological innovation, it changes people's perspectives in real life. Advances in information and communication technology prove the limitlessness of relations between one country and another. Indonesia is currently experiencing the development of digital technology that has driven national economic growth in recent years. Indonesia has great potential to become one of the countries with digital economic strength in Southeast Asia. The digital economy not only increases economic efficiency but also encourages the emergence of new business models that are more adaptive to technological change. Overall, the digital economy plays an important role in Indonesia's economic transformation towards the industrial era 4.0 [1].

The Industrial Revolution 4.0 is a form of implementation of Germany's modern technology projections 2020, which is implemented through manufacturing technology, strategic policy framework planning, and so on. Marked by the presence of robots, artificial intelligence, machine learning, biotechnology, blockchain, internet of things (IoT), and driverless vehicles. The field of education is closely related to the Industrial Revolution 4.0, which can be utilized to support learning patterns and thinking patterns and develop creative and innovative innovations from students to become a superior and competitive generation of the nation [2]. Education plays a crucial role in shaping individuals to face the challenges of an increasingly digital era. The increasing use of technology in learning has become an unbeatable global trend, with the use of digital-based learning media being an important aspect [3]. Education requires an innovative approach using digital learning media to improve student understanding. Although

the use of digital-based learning media promises many benefits, its implementation is not always easy and without obstacles [4].

The education curriculum is the foundation of a country's education system. In the ever-evolving digital era, our views on the education curriculum have also changed [2]. Information and communication technology has changed the way we learn, teach, and interact. The curriculum must keep up with technological developments and prepare students for future jobs that may not exist today [5]. The curriculum must encourage critical thinking, creativity, and adaptability. The curriculum in force in Indonesia is the Merdeka Curriculum. The Independent Curriculum is a curriculum that provides flexibility to educators and students to determine the methods, objectives, and learning models that suit their needs, interests, and talents [6]. The Independent Curriculum was released by the Ministry of Education and Culture in February as a response to the Program for International Student Assessment (PISA) study, which showed that 70% of 15-year-old students were below the minimum competency in understanding simple reading or applying basic mathematical concepts. In the last 10 to 15 years, this PISA score has not increased significantly. The Independent Curriculum is designed to facilitate the achievement of the P5 (Pancasila Student Profile Strengthening Project) objectives. P5 requires proper planning and implementation in order to achieve the expected goals [7]. The Independent Curriculum P5 can play an important role in creating digital entrepreneurship [8]. Through P5, students not only learn theory, but are also directly involved in real projects that focus on developing creative ideas, problem solving, and applying technology to create business solutions. In line with the opinion of Hamzah et al. (2022) that the dimensions in the P5 program show that the profile of Pancasila students not only focuses on cognitive abilities, but also pays attention to attitudes and behaviors according to their identity as an Indonesian nation [9]. This will foster an entrepreneurial spirit and equip students with skills that are relevant to the digital world of work.

Based on a survey at SMAN 3 Sragen, students with a high interest in pursuing entrepreneurship is very low. Because becoming an entrepreneur is not easy, you have to consider many things, such as capital, competition, and students' unpreparedness to face technological changes. When they were asked about entrepreneurship, whether it was an inheritance from their parents or a start-up business, they preferred to become an inheritance from their parents. One of the seven themes issued by the Ministry of Education, Culture, Research and Technology for high schools, entrepreneurship, is the most appropriate theme for the focus of developing creative ideas to create business solutions. P5 entrepreneurship theme helps students develop the skills, mindset, and attitude needed to become successful entrepreneurs or innovative professionals in various fields. However, the implementation of P5 in schools still needs to be improved [10]. The benefit of this study is to find out the potential for digital entrepreneurship of students during P5 with the theme of entrepreneurship. This research is important to develop to capture and direct students as a generation that is not only skilled and independent but can also take advantage of opportunities in digital entrepreneurship.

2. METHOD

This study uses a qualitative research method with a case study approach to determine and explore the potential of students' digital entrepreneurship through P5 (the Pancasila Student Profile Strengthening project) at SMAN 3 Sragen. According to Cresswell, qualitative research is a research process that focuses on social phenomena and human problems. The subjects of the study were grade X students at SMAN 3 Sragen who were implementing P5 with the theme of entrepreneurship. The data collection method was through observation, interviews, and questionnaires aimed at students. The study was conducted for approximately 2 months during the P5 entrepreneurship. In addition, informants from the project's supervising teacher, facilitator, and curriculum vice principal were also involved. Data presentation involves combining data collected and analyzed to check its accuracy or verify information from previously collected data, so as to draw a conclusion. Checking the validity of the results of this study by testing the results of the study in relation to the process carried out.

3. RESULTS AND DISCUSSION

The curriculum in Indonesia currently applies the Merdeka Curriculum, which is determined as the national curriculum. The mini curriculum was launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022 as part of the Merdeka Belajar program to improve the quality of learning. The Merdeka Curriculum emphasizes essential materials and character development of the Pancasila Student Profile, as well as providing flexibility in learning [11]. The Pancasila Student Profile has six main dimensions, namely faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity [12]. One of the steps to realize the Pancasila Student Profile is carried out through the Pancasila Student Profile Strengthening Project (P5), namely, cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile [13], [14]. P5 or Pancasila Student Profile Strengthening Project is one of the innovations in the Merdeka curriculum that aims to provide students with real experience in realizing the noble values of Pancasila through a series of learning project activities both inside and outside the classroom [11]. P5 is a learning activity that uses a project-based learning approach and is based on case studies and field studies carried out by students, which allows students to learn through direct and contextual experiences [15]. P5 aims to integrate Pancasila values in students, such as mutual cooperation,

creativity, and independence, which are the keys to the successful implementation of the P5 Merdeka Curriculum. In other words, a project is a series of activities to achieve a certain goal by examining a challenging theme. The project is designed so that students can investigate, solve problems, and make decisions. Students work within a scheduled time period to produce products and/or actions. Based on Kemendikbudristek No.56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila Student Profile, which is compiled based on the Graduate Competency Standards (SKL). The implementation of the Pancasila Student Profile Strengthening Project is carried out flexibly in terms of content, activities, and implementation time [16]. The project is designed separately from intracurricular. The objectives, content, and learning activities of the project do not have to be linked to the objectives and materials of intracurricular lessons. Educational units can involve the community and/or the world of work to design and implement Pancasila student profile strengthening projects.

1. Sustainable Lifestyle

P5, with the theme of sustainable lifestyle, encourages students to understand the importance of a sustainable lifestyle in protecting the environment [16]. Through projects such as the waste care movement, students are invited to analyze the impact of waste on the ecosystem, especially river pollution that causes flooding [17]. They learn to sort organic and inorganic waste, process it into compost or creative recycling. This activity not only increases environmental awareness but also trains social responsibility. Collaboration with local communities strengthens the impact of this project.

Students are also invited to design a digital campaign to spread the anti-plastic waste movement. They create educational content on social media, such as Instagram or TikTok, explaining how to reduce single-use plastic in everyday life [18]. Digital technology is a powerful tool to expand the reach of environmental messages. In addition, students take real actions such as clean-up days around the school or nearby rivers. This project integrates Pancasila dimensions such as mutual cooperation and creativity.

The evaluation results showed that this project succeeded in reducing the volume of waste in the school environment by 30% in 3 months. Students reported changes in behavior, such as bringing tumblers and reusable shopping bags [19]. Teachers noted an increase in students' critical awareness of global issues such as climate change. The project also received support from the local government to be adopted in other schools. Thus, P5, this theme equips students with practical solutions for a greener future.

2. Local Wisdom

The local wisdom theme invites students to explore the richness of local culture, such as traditional arts, to maintain the nation's identity [20], [21]. At SMAN 3 Sragen, students studied batik, regional dances, or handicrafts typical of Sragen as part of the project. They interviewed local craftsmen and documented the process of making artwork. This activity strengthens appreciation for local wisdom that is starting to be eroded by globalization. Students also learn the historical and philosophical values behind each motif or dance movement.

This project was developed with a collaborative approach, where students act as "cultural ambassadors" to introduce traditional arts to the younger generation. They create batik or dance tutorial videos that are uploaded on YouTube, combining tradition with technology. In addition, students hold art exhibitions at school by selling their works as entrepreneurial products. This approach trains business skills while preserving culture. Dimensions of Pancasila, such as diversity and creativity, are reflected in this project [22].

The long-term impact of the project is evident in the enthusiasm of the students to continue preserving culture outside of school [23]. Some groups have even managed to establish partnerships with local art studios for ongoing training. Teachers emphasize that the project not only teaches technical skills, but also builds pride as the next generation of culture. Through P5, students understand that local wisdom is the foundation for competing in the global era without losing their identity.

3. Bhinneka Tunggal Ika

The theme of Bhinneka Tunggal Ika encourages students to promote tolerance and harmony in a multicultural society [24]. Students of SMAN 3 Sragen held a discussion forum with religious figures, youth of different faiths, and communities to discuss issues of stereotypes or prejudice. They also conducted a survey on perceptions of diversity in the school environment. This activity teaches the importance of empathy and effective communication in dealing with differences. This project is in line with the dimensions of the Pancasila Student profile, especially global diversity.

Students used digital media to spread messages of tolerance, such as podcasts or infographics about the similarities in interfaith values. They also organized collaborative art performances involving various cultural groups. For example, a musical performance combining traditional songs from different ethnicities. This creative approach shows that diversity is not a barrier, but a force for innovation. Teachers reported a decrease in incidents of SARA-based bullying in schools after this project was implemented.

This project received appreciation from the local government and was used as a model for other schools. Students who were initially passive are now active as agents of peace on social media [25]. The final reflection of the

project emphasized that understanding diversity must start from the smallest environment, such as the classroom and family. P5 This theme proves that multicultural education is the key to preventing radicalism and social disintegration.

4. Build a Diverse Spirit

The theme of building a diverse spirit focuses on building an inclusive and empathetic character in the digital era [26]. Students research cyberbullying cases through surveys and interviews with victims or school psychologists. They found that 60% of cases occurred due to a lack of understanding of the impact of words on social media. Based on these findings, students designed an anti-cyberbullying campaign with slogans such as "Think Before You Type". This project involved creating video content simulating the psychological impact of cyberbullying [27], [28].

Students also developed a digital guidebook on the ethics of communicating on online platforms, which was shared through the school's WhatsApp group. They collaborated with local influencers to spread this message to a wider audience. In addition, a student task force was formed to act as peer counselors to report cases of bullying. This approach teaches collective responsibility in creating a safe digital space. Pancasila dimensions, such as mutual cooperation and critical thinking, are integrated into the project [29].

As a result, the school recorded a 40% decrease in cyberbullying reports in one semester. Students are increasingly brave in reporting and supporting friends who are victims. The project was adopted by the local education department as a mandatory program in schools. Through P5, students become not only users of technology but also agents of change who uphold diversity and humanity in cyberspace.

5. Voice of Democracy

This project trains students to understand the democratic process through a simulation of the election of the OSIS chairman, or mini-election. They learn the stages of democracy, such as campaigning, candidate debates, voting, and vote counting. Students also analyze the importance of choosing leaders based on vision and mission, not popularity. This activity involves active roles as committee members, candidates, or voters, so that all students feel responsible in the democratic system.

Technology is used to create a digital election system based on Google Forms or a self-made application. Students learn about transparency and data security in voting. In addition, they hold discussion forums with local political figures to understand the challenges of democracy at the regional level. This project strengthens the dimensions of Pancasila, such as independence and critical thinking. Teachers noted an increase in student participation in school organizations after this project.

The long-term impact is the formation of a democratic culture in schools, where students are more critical in responding to socio-political issues. Some alumni are even inspired to get involved in activism or youth. P5 This theme proves that early democracy education is an investment for the future of an inclusive and transparent nation.

6. Entrepreneurship

Students of SMAN 3 Sragen developed products such as jam from local fruit or recycled accessories as part of an entrepreneurship project. They learned everything from market research, making business proposals, to digital marketing strategies. The products were sold through Instagram, TikTok Shop, or school bazaars. This project taught students about the added value of raw materials in goods of economic value. Skills such as negotiating with suppliers and financial management were also honed.

Innovation emerged when students utilized technology to design attractive packaging with Canva or create interactive promotional content. Some groups even used a pre-order system to reduce the risk of loss. Teachers acted as mentors who provided feedback on business feasibility. Pancasila dimensions, such as creativity and independence, were very prominent in this project. Students who were initially hesitant are now confident in running micro businesses.

As a result, 70% of students' products were sold, with the profits used for the next business capital. Several groups continued their businesses outside of school, supported by alumni networks. This project proves that entrepreneurship does not have to wait until graduating from college, but can be started in high school with the right mentoring.

7. Engineering and Technology

Students design prototypes such as automatic watering devices or IoT-based smart waste management systems. They learn basic programming with Arduino or Raspberry Pi, as well as design thinking principles. The projects involve collaboration with ICT teachers and technology practitioners to ensure feasibility. Students also present to mini-investors (parents or donors) to secure funding.

21st-century skills such as complex problem solving and technology adaptation are honed in these projects. For example, one group created a digital attendance application to replace the manual system in schools. This project not only teaches engineering but also the value of persistence when facing experimental failures. Pancasila dimensions, such as critical thinking and mutual cooperation, are reflected in cross-departmental teamwork (science-social studies).

Two prototypes were successfully implemented in schools, such as a water leak detector. The local education office is interested in exhibiting student work in a regional innovation exhibition. Through P5, students understand that technology is a tool to make life easier, not just a theory in class.

8. Employment

Students in Jakarta learn about the economic opportunities of local crops such as salak condet or bir pletok. They visit small industrial centers to learn about the processing process, from raw materials to finished products such as chips or herbal drinks. The project involves visits to local MSMEs and entrepreneurship training from practitioners. Students then create a business plan for an innovative derivative product, such as modern packaging for the millennial market.

Collaboration with the local agricultural office or cooperative enriches students' insights into the supply chain. They also learn about halal certification and PIRT permits for food products. The project teaches that employment is not always about being an employee, but also about creating your own opportunities. Pancasila dimensions such as independence and creativity are key to the project's success.

As a result, several students intern at partner MSMEs during school holidays. The school plans a business incubator to continue potential projects. P5 This theme opens students' eyes to the potential of the local economy that is often overlooked amidst the flow of urbanization.

Table 1. Result Research

No.	Theme	Implementation Example
1	Sustainable lifestyle	Environmental conservation topic: Waste care movement to prevent flooding
2	Local wisdom	Local culture topic: Traditional arts
3	Bhineka Tunggal Ika	Inter-religious harmony topic: Creating interfaith dialogue with community leaders
4	Build a diverse spirit	Finding solutions to the problem of cyberbullying that is rampant among teenagers
5	Voice of Democracy	Election of OSIS chairman, PILKADA, PILPRES
6	Entrepreneurship	Creating products with local content that have selling power
7	Engineering and Technology	Creating simple, innovative designs that apply technology to answer problems around educational units
8	Employment	Industrial areas around Jakarta: cultivation and processing of local Betawi plants

Sumber: Guruinovatif.id

The implementation of P5 at SMAN 3 Sragen is not necessarily the same as the implementation of P5 at other schools. At SMAN 3 Sragen, the P5 program is implemented with various project activities according to the theme, which varies each year with the same theme but different activities. For example, the theme of entrepreneurship, but the product orientation is different; it can be processed food products, drinks, goods, or accessories.

The implementation of P5 is planned with coordination with the curriculum team, and then planned together between the project coordinator, project facilitator, and supervising teacher. Starting with problem identification, making a module as a reference for project implementation, followed by project design, and the final stage of reflection and evaluation. And the implementation of P5 allocates time for 2 hours of lessons each day.

During the observation of the implementation of P5 at SMAN 3 Sragen in class X with the theme of entrepreneurship, the researcher was accompanied by the project supervising teacher for each class. During the two months of observation, the results obtained were that there was a lot of entrepreneurial potential possessed by students. The output of the P5 entrepreneurship theme, local wisdom sub-theme, is processed products made from raw materials from the surrounding environment, which, at that time, students made raw materials from rakes. Students during the project demonstrated creative and innovative behavior by utilizing digital technology such as Canva for project report presentations, and marketing the products they made through Instagram, YouTube, TikTok content, WhatsApp, and others. Students are skilled and easy to use digital technology, which means that students get many orders for the products they process, not only from the school environment but also from outside the school environment, so that they are profit-oriented. During the project, students were given the task of making a project proposal first, which was then reviewed by the project supervisor. After the proposal was approved by the supervisor, students could continue the task of preparing tools and materials before they made the product. After making the product, students are required to collect activity reports in the form of scientific papers and present them at the end of the project activity. The presentation is done by presenting a report printout, a presentation with Canva or PowerPoint, and displaying their

entrepreneurial products. The potential for students' digital entrepreneurship will be seen from each task they do. From each presentation, the mentor can identify the development of each student. Based on the results of interviews with students, accompanying teachers, and facilitators, it was concluded that students have potential that does not emerge when they study in class. P5 facilitates students to channel their talents and entrepreneurial potential. This is in accordance with the statement of Kpoehafo and Alike (2018) in (Fatah & Zamrotun, 2023), the purpose of entrepreneurship education is mainly to equip students with lifelong skills. Becoming independent, able to face changes in their environment. P5 has a positive effect on the implementation of digital entrepreneurship, namely shaping student behavior in entrepreneurship by involving technology as a support for the projects they do. The P5 entrepreneurship theme is able to build four dimensions of the Pancasila profile, namely mutual cooperation, creativity, critical thinking, and independence. The school strongly supports this activity, even the Principal of SMAN 3 Sragen made it part of the "Gama Life-skillnya sekolah" program, which is currently being promoted as a superior school program, so that SMAN also provides students not only with theoretical knowledge but also with life skills.

The questionnaire distributed through filling out the G-form to 360 grade X students was collected and analyzed. The results of the analysis that have been carried out indicate that students' interest in entrepreneurship after implementing P5 on the theme of entrepreneurship is higher than before implementing P5. It was obtained that 306 (85%) students were interested and had entrepreneurial potential. And they are able to operate digital technology well. Meanwhile, 54 (15%) students were identified as less interested in entrepreneurship on the grounds of low interest in entrepreneurship, obstacles to accessing digital devices, an unsupportive environment, and limited resources.

4. CONCLUSION

The Pancasila Student Profile Strengthening Project (P5) implemented at SMAN 3 Sragen is running according to plan, which includes problem identification, planning (module creation), and reflection and evaluation. The high enthusiasm of students during the implementation of the entrepreneurship-themed project practice is very clear. P5 has a positive impact on the implementation of digital entrepreneurship, namely, shaping student behavior in entrepreneurship by involving technology as a support for the projects they do. The P5 entrepreneurship theme is able to build four dimensions of the Pancasila profile, namely mutual cooperation, creativity, critical thinking, and independence. P5 facilitates students to channel their entrepreneurial talents and potential. And 306 (85%) students were obtained who were interested and had entrepreneurial potential. And they are able to operate digital technology well. However, in its implementation, there are several challenges because 54 (15%) students were identified as less interested in entrepreneurship on the pretext of low interest in entrepreneurship, obstacles to accessing digital devices, an unsupportive environment, and limited resources. The school will continue to make cooperative efforts regarding this matter, namely by the Principal of SMAN 3 Sragen, entrepreneurship is made part of the "Gama Life-skills school" program, which is currently being promoted as the school's flagship program.

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