



Implementation of the Entrepreneurship-Based Vocational Skills Learning Model Through P5 Activities at SLB ABD Kedungkandang Malang

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Abstract

This research aims to describe the implementation of an entrepreneurship-based vocational skills model through the Strengthening Pancasila Student Profile (P5) Project activities with the theme of entrepreneurship. The research method used is qualitative approach with descriptive research. The research subjects were 6 interviewees which include the school principal, deputy principal for curriculum, teachers of class IV, VII, and VIII. Data source include primary data with data collection include observation, interviews and documentation. Data then analyzed using the Miles and Huberman model. The results of the research showed that the implementation of entrepreneurship-based vocational learning through P5 activities in classes IV, VII, and VIII of SLB ABD Negeri Kedungkandang is carried out in accordance with the context to increase independence and foster an entrepreneurial spirit in students. Besides, students also have a high enthusiasm in its implementation. The implementation of P5 can increase the entrepreneurial spirit and cooperation between students with special needs.

Keywords: Pancasila Student Profile Strengthening Project (P5), Entrepreneurship, Vocational Skills

1. Introduction

Indonesia currently implementing Independent Curriculum which consists of two main activities: Intracurricular Learning and the Project for Strengthening the Pancasila Student Profile (P5). This is in accordance with Appendix I of the Decree of the Minister of Education, Culture, Research and Technology Number 262/M/2022 concerning changes to the previous decision, Number 56/M/2022, which contains guidelines in implementing the curriculum for learning recovery. P5 activities aim to strengthen the achievement of the Pancasila student profile based on Graduate Competency Standards. The project to strengthen the profile of Pancasila students is expected to motivate students with special needs to make contributions to their environment. In the modern world of work, the successful completion of this project would be considered a significant accomplishment. Based on the Project Development Guide for P5, there are several themes for the P5 project which include Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Soul, Voice of Democracy, Engineering and Technology, Entrepreneurship and Success.

In SLB ABD Kedungkandang the theme chosen for the P5 project was "entrepreneurship". Based on the results of prior interviews conducted with the school principal, the P5 theme was chosen through a meeting with classroom teachers and by conducting a school analysis with various considerations. Entrepreneurship programs have an important role in preparing students with special needs to face the future. Relevant and useful

entrepreneurship programs are considered effective in increasing financial independence and developing practical skills for students with special needs. The P5 Project implemented at SLB ABD Kedungkandang succeeded in increasing the entrepreneurial sense, independence and collaboration skills among students with special needs. Besides, the implementation of this project was also successful in instilling a sense of patriotism among students with special needs. This is also aligned with research conducted by Trubus Kurniawan and Beny Wijanarko in the Surya Edukasi Education Journal (JPSE) Volume 9 No 1 Year 2023 titled "Implementation of the Project for Strengthening the Pancasila Student Profile in Fostering Entrepreneurial Motivation in students with special needs in Class VII of SMP N 1 Kalikajar." Research showed that the implementation of P5 project is capable in fostering entrepreneurial motivation for students with special needs. The P5 project is planned through program discussion meetings which result then explained by the teacher in school activities. The implementation is carried out with three themes chosen: Diversity, Entrepreneurship and Build Your Body and Soul.

Similar result shared by Tia Nafaridah et al, Lambung Mangkurat University at the National Seminar on Educational Transformation Through Digital Learning to Realize Freedom of Learning from the research titled "Analysis of P5 Activities as an Application of Differentiated Learning in the Independent Curriculum for the Digital Era at SMA Negeri 2 Banjarmasin." The implementation results from P5 program include local crafts, regional dances, singing regional songs, madihin, and making traditional games. P5 activities carried out as a form of differentiated learning in the independent curriculum which has positive impact on student development. The implementation of P5 at SLB ABD Kedungkandang attended by all students with special needs from class IV, VII and VIII. The aim of this research is to describe a series of entrepreneurship-based vocational skills learning activities through P5 Activities at SLB ABD Kedungkandang, Malang

2. Method

The method used in this research is a descriptive qualitative approach. According to Moleong (2017:6), this approach aims to understand events experienced by research subjects, for example behavior, perceptions, motivations, actions, as a whole and describe them in the form of words and language. In this research, researchers will describe a series of entrepreneurship-based vocational skills learning activities through P5 Activities at SLB ABD Kedungkandang, Malang. Study was carried out at SLB ABD Kedungkandang, Malang, from June to July 2024 with participants including the principal, deputy principal for curriculum, and teachers for grades IV, VII, and VIII, as well as the school media team. The data collection techniques used are interviews, observation, and documentation. The data analysis technique used Miles and Huberman method which consists of 3 (three) components: (1) data reduction, (2) data presentation, and (3) conclusion drawing or verification. Data reduction was carried out by conducting direct field observation. Interviews conducted with interviewees who include the school principal, deputy principal for curriculum, the media team, and teachers of class IV, VII and VIII.

3. Results and Discussion

3.1 Result

In special schools (SLB), the independent curriculum structure is divided into two main activities, Intracurricular Learning and the Pancasila Student Profile Strengthening Project,

abbreviated as P5. P5 activities aimed at strengthening the students' achievement based on Graduate Competency Standards. P5 is expected to inspire students with special needs to contribute to the surrounding environment. In these era, the success of carrying out P5 project will be an achievement. In the curriculum scheme, the implementation included in the formulation of the Minister of Education and Culture, Research and Technology Decree No. 56/M/2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery which states that the Curriculum Structure is at various levels. Preschool, Primary and Secondary Education consist of intracurricular learning activities and P5 activities. Meanwhile, Equality Education consists of general group subjects as well as empowerment and skills based on the P5 values.

P5 project is carried out outside of class hours. It will be optimally implemented if students with special needs, educators, and the educational unit environment as the main components of learning can mutually optimize their roles. Students with special needs act as learning subjects who are expected to be actively involved in the entire series of activities, educators act as learning facilitators who are expected to help students with special needs optimize their learning process, while the educational unit environment acts as a supporter for the implementation of activities which are expected to sponsor the provision of facilities and a conducive learning environment. It is hoped that this project can be an optimal means in encouraging students with special needs to become lifelong students who are competent, with character and act in accordance with Pancasila values.

One of the goals of this independent curriculum is the success of P5 which was designed to encourage students' achievement by introducing a new paradigm in project-based learning. Through the implementation of P5, it is hoped that teachers can accompany students with special needs in the learning process to increase capacity and build noble character, as reflected in the Pancasila Student Profile. P5 is designed to take into account the themes set by the government, and is not aimed at achieving specific learning achievement targets so it is not related to subject content. (Satria et al., 2022). P5 activities started by forming a team of Facilitators in the school which includes teaches of class IV, VI and VIII, identifying the school's level of readiness in carrying out the activity, determining the theme to be implemented as well as timing of implementation, compiling the project module, and designing a strategy for reporting project results. P5 theme for elementary school education units is chosen based on the Development Guide for P5 project issued by the Educational Standards, Curriculum and Assessment Agency of the Ministry of Research, Technology and Higher Education. The themes include Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Soul, the voice of Democracy, engineering and Technology, entrepreneurship and work.

The theme of "entrepreneurship" in the ABD SLB Kedungkandang was chosen by identifying school readiness and holding coordination meetings with all relevant parties including, the principal, teachers, and the head of curriculum. The aim of this activity is to foster independency, entrepreneurial skills, creativity, and capability to create business opportunities in their chosen vocational or skill field. Some vocational skills that students with special needs can choose include culinary arts, sewing, batik making, souvenirs, information and technology (ICT) and graphic design, as well as housekeeping. Entrepreneurship involves creative and innovative abilities in recognizing opportunities, as well as readiness to accept input and positive changes that encourage business growth. With the aim of making the business useful and valuable, the concept of social entrepreneurship can be applied. Many

parties have discussed this concept as an innovative solution in dealing with social problems. With a focus on creating more positive social change and solving social problems for the benefit of society, the goal of social entrepreneurship is to produce a better social impact. (Saragih, 2017).

Project for Strengthening the Pancasila Study Profile (P5)

The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly, both in terms of content and implementation time. In terms of content, the project must refer to P5 achievements according to the phase of students with special needs, and does not have to be linked to learning achievements in the subject. Meanwhile, in terms of implementation time, the project is allocated around 20% (twenty percent) of the study load per year. Implementing P5 project is critical for students with special needs since it is expected that it can be an optimal means in encouraging students with special needs to become lifelong learners who are competent, with character and act in accordance with Pancasila values.

The project is carried out by schools that implement the independent curriculum, namely SLB ABD Kedungkandang. The project has separate hours, separated from class learning hours. Also, the material does not have to be the same as that in the lesson material; it is adapted to the school's condition. The implementation flow for this project include the stage of forming a Facilitator team, identifying the level of school readiness, designing theme dimensions and implementation time, compiling project modules, and designing a strategy for reporting project results. Planning for P5 project is adjusted to the needs and conditions of the school. The facilitator team consists of the Principal, teachers of class IV, VII and VIII, Deputy Principal for curriculum, and the school media team. In terms of identifying school readiness, the facilitator team prepared school facilities and infrastructure such as places for projects, tools and materials for projects, sustainable P5 programs to be implemented in schools, as well as teachers' readiness to receive P5 information.

At SLB ABD Kedungkandang, the P5 project is carried out twice a week, 3 learning hours each week. This activity is carried out to improve the skills of students with special needs in the vocational aspect which will have impact on students' independency after graduating from school. The theme of P5 project for elementary school education units based on the guidelines issued by Education Standards, Curriculum, and Assessment Agency of the Ministry of Research, Technology and Higher Education, include Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Soul, the voice of Democracy, engineering and Technology, entrepreneurship, and employment. At SLB ABD school, the theme "Entrepreneurship" was chosen based on a theme determination meeting with the principal, vice principal for curriculum, and grade IV, VII and VIII teachers. After conducting a school analysis with various considerations, the theme "Entrepreneurship" was finally chosen.

Entrepreneurial activities are critical to be introduced from an early age, including elementary level. It is critical since it facilitates students to become entrepreneurs in early start. It is highly beneficial for both children and their surroundings. As stated in the Guidelines for P5 project issued by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology (2022:31), the theme of entrepreneurship explains that students identify economic potential at the local level and problems that exist in developing this potential, as well as its relationship to environmental, social and community welfare aspects. Through this activity, creativity and entrepreneurial

culture will be cultivated. Students also open their insights into future opportunities, are sensitive to the needs of the community, become skilled problem solvers, and are ready to become professional workers with full integrity. With the theme of entrepreneurship, students with special needs are taught to increase their sense of independence in carrying out activities or making products. In addition, students with special needs are also taught to be creative in choosing products to produce and sold at the closing event. This entrepreneurial sense is required to foster a vocational sense for students with special needs since it can improve their skills even after graduating.

Vocational activities provided at school include culinary arts, sewing, batik, souvenirs, graphic design, and housekeeping. From several of these activities, teachers identify and assess the abilities of students with special needs, then the students with special needs are mapped based on existing talents and interests and adjusted to the vocational activities that will be developed. After the teacher and the Deputy Curriculum have mapped the activities and students with special needs according to their talents and interests, the next step is vocational activities which are carried out 3 times a week to prepare for the peak of the theme. In every P5 activity at school, students with special needs are guided by teachers and involve stakeholders to improve the skills of students with special needs to be maximized. Stakeholders come to school by providing materials that are useful in vocational skills that will be displayed in the closing event. In the closing event, there is a market day that facilitates buying and selling activities: be it food, drinks or souvenirs produced by students with special needs during the P5 activity. In this activity, students with special needs are very enthusiastic participating in buying and selling activities, they are amused and proud of their work. Thus, through entrepreneurial activities, students with special needs will be instilled with an independent, creative, innovative, big-hearted spirit, and can explore the potential around them. By entrepreneurship based on the spirit of Pancasila, students with special needs will always be enthusiastic about solving problems and finding solutions. With P5 project, the Entrepreneurship theme will provide space and time for students with special needs to develop entrepreneurial competencies and strengthen the character and profile of Pancasila students.

3.2 Discussion

One of the activities in implementing P5 activities is differentiated learning, where there is an adjusting process to students' interests, learning preferences and learning readiness so positive learning outcomes can be achieved (Marlina, 2019). Differentiated learning must be planned carefully and well. The planning stage for differentiated learning are: (a) Reviewing the curriculum used to adjust to the strengths and weaknesses of students; (b) Implementing school planning and activities using curriculum adjustments and learning methods that can be used to meet students' learning needs; (c) Supporting teachers to meet learning needs; (d) Reviewing and assessing the planned school planning (Marlina, 2019). The implementation of P5 activities can increase students' level of self-confidence in their work, increase students' potential, and find students' potential interests and talents in certain fields. In its implementation, teachers have a crucial role as a facilitator in learning for students with special needs. The P5 project is an example of the application of differentiated learning because it aims to strengthen students' skills that can be used to build students' interest. The P5 project can also make students more active since they are exclusively involved in the learning process, such

as discussing with their peers about the projects they will present. The purpose of P5 is to improve students' abilities in the field of Pancasila, creating projects that are tailored to the Pancasila student profile with the values contained therein.

The Pancasila student profile is part of the policy of the Ministry of Education and Culture at the Elementary School (SD) level to tertiary institutions with the aim of producing a superior generation and having the values of Pancasila. Minister of Education, Nadiem Anwar Makarim, mentioned six indicators of the Pancasila student, which include noble morals, independence, critical reasoning, creativity, cooperation, and global diversity (Rusnaini et al., 2021 in Yuntawati & Suastra, 2023). Although the implementation of P5 is not mandatory for all educational units in Indonesia, important efforts need to be continuously made to build awareness in each educational unit so that the objectives can be achieved. P5 is implemented so that students can take real action in responding to issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life, according to students' learning stages and needs. Simply put, P5 is used as a learning tool that encourages students to behave competently, have character, and act in accordance with Pancasila values. In order to achieve the implementation of P5, a review is required in the field implementation process of P5 that has been carried out by schools from elementary to high school levels. Analyzing the success factors of P5 implementation becomes a reflection material to determine important points as the key to the success of the project implementation.

Vocational skills defined as the knowledge process which helps to focus on the development of both theory and practical activities. This is done with the aim of supporting individuals to be able to perform in certain fields which are adjusted to their talents and interests or potentials so that they can compete in working environment. According to Farooq (2011) vocational skills are activities that are designed and given to students so that they will later become provisions after graduation. It is also said to be named based on its association with a certain field of work in society. These vocational skills are a form of skill that leads to the ability of each individual to work on producing products or services. It is the ability or courage to be able to face life problems later both in the community or in the world of work productively and innovatively. As regulated in Government Regulation Number 19 of 2005 concerning National Education Standards. Government Regulation Number 19 of 2005 regarding life skills education which cover individual, social, academic, and vocational skills. Life skills education can be obtained by students from non-formal education units that have obtained accreditation. Regulation of the Minister of National Education of Indonesia Number 39 of 2008 concerning guidance for students with special needs states that Article 1 paragraph 1 explains that the purpose of guidance for students with special needs is to be able to develop the potential or talents of students with special needs optimally and in an integrated manner which includes creativity and the interests of students with special needs.

According to the concept, life skills can be divided into several types, namely: (1) personal skills, (2) social, (3) academic, and (4) vocational. Personal skills include individual skills where this is able to understand oneself, while social skills are good communication skills. Specific life skills include academic skills. Scientific thinking skills that are able to develop from thinking skills. This is expected to be able to face various jobs and be able to face certain situations. While vocational skills are related to a field of work that will later be faced in working environment or in the community. These skills requires motor skills so students

would be capable to work well and in accordance with applicable provisions in their future working environment.

Vocational skills education is an education that provides a basic effort as a training that can be done competently to students with special needs about how the values of everyday life are related to skills in carrying out their survival and development. In this way, education will be more specific and contextual so that lesson will be more meaningful for students. Vocational education contains a curriculum that is sensitive to the needs of experts needed in the world of work. Currently, Vocational High Schools (SMK) as one of the vocational educations in Indonesia that prepare graduates to be ready for their future working environment. With the knowledge and skills that have been taught to students, it is hoped that they will be able to adapt to their fields in the future, and be able to open up opportunities for entrepreneurship. Vocational High Schools (SMK) as one of the important role holders in preparing the workforce to follow market demands that continue to change and develop. Government Regulation of the Republic of Indonesia No. 29 of 1990 concerning secondary education, article 3 paragraph 2 also states that SMK prioritizes preparing students to be ready to enter the world of work and be able to develop a professional attitude in working.

Vocational education for students with disabilities is also being considered by the government. Currently, the government is focusing on students with special needs to prepare themselves to enter working environment. The goal is focused on Special Schools (SLB) that have vocational programs, one of which is being able to produce graduates who can enter working environment. According to Yoto (2013) in Supriyanto (2020), it explains that the implementation of the curriculum is always dynamic to face various changes in education. It is undeniable that the curriculum changes from year to year, although not all of them are revised, but this must be done as an effort to face the needs of the world of work which is continuously changing, developing, and growing. In conditions like this, innovation is needed in curriculum development. The innovation in question must be able to provide a different experience from the previous curriculum, the need for current work skills also required to be qualified as each work position would require qualifications as minimum capability in doing the job.

The quality of the curriculum is very important to improve the quality of school graduates. The current curriculum is always changing due to technological advances in society. It is a critical tool for the success of education. Without an appropriate and proper curriculum, it will be difficult to achieve the desired educational goals and objectives (Elisa, 2018). The preparation of a special education curriculum for students in Special Schools (SLB) has a learning design that is able to build the potential of students with special needs in their future working environment. The education curriculum for students with special needs is designed to focus on the skills of students with special needs. It is hoped to develop abilities that support them in dealing with the dynamics of life later on. Essentially, the education curriculum for students with special needs lies in the students with special needs themselves, which is why this curriculum focuses on the skills. According to Presidential Regulation of the Republic of Indonesia Number 2 of 2015, concerning the national medium-term development plan, the targets of development in the field of education include the availability of a professional curriculum. This curriculum adheres to five principles: 1) flexibility, 2) functional, 3) independence, 4) literacy, 5) vocational. With these five basic principles of curriculum development, everyone can be more aware on the importance of learning while building the skills of students with special needs.

Every individual with disabilities also has the same rights as other regular students with special needs. For example, students with special needs who are deaf must also get the same opportunities as normal children in other schools. These students with special needs who are deaf are also able to develop talents, abilities, and social life. Education that is suitable for the life of children with special needs is vocational education. It is obtained by doing activities which can be useful in getting a decent income for the next life. This provides provisions for students with special needs who are deaf to live in society and earn income regularly.

4. Conclusion

The conclusion of this study is that the implementation of the Pancasila Student Profile Strengthening Project (P5) at SLB ABD Kedungkandang, which is part of the independent curriculum structure, has been carried out well. With the theme "Entrepreneurship", P5 enhances the entrepreneurial sense as students with special needs were taught produce and sell valuable product. Through entrepreneurial activities, values can be instilled in students with special needs such as independence, creativity, innovation, generosity, and being able to explore the potential around them. P5 project was implemented in schools through a thorough planning process. Cooperation from various parties made the P5 program run well and obtained extraordinary benefits for students. The school facilitator team also conducted evaluations and follow-ups in hope that the project can be implemented better in the next term.

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