

The Influence of the Local Wisdom-Based Pancasila Student Profile (P5) Strengthening Project on Student Entrepreneurship Skills

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ABSTRACT

This study aims to 1) examine the implementation of the Strengthening Pancasila Student Profile Project (P5) based on local wisdom for Grade IV students of UPT SPF SDN Mangkura IV, 2) assess entrepreneurial skills of Grade IV students, and 3) analyze the influence of P5 on entrepreneurial skills. Using a quantitative approach, the research involved 39 students selected through saturated sampling. Data collection methods included questionnaires, observation, and documentation, analyzed using t-tests. Results reveal the P5 implementation faces challenges in planning, coordination, and assessment. Despite these, students demonstrated excellent entrepreneurial skills. Statistical analysis confirmed a positive and significant effect of P5 on entrepreneurial skills, with a t-value of 5.680 ($p < 0.05$), suggesting its efficacy in enhancing entrepreneurship education.

INTRODUCTION

Entrepreneurship plays a vital role in addressing socioeconomic challenges and promoting national development. As highlighted by Serian Wijatno in Ayu (2024), entrepreneurship not only reduces unemployment by providing self-employment opportunities but also generates jobs for others, contributing to economic stability and growth. Advanced economies such as the United States, Japan, and Singapore have demonstrated how fostering entrepreneurship can lead to poverty reduction and improved living standards. However, Indonesia still lags behind with an entrepreneurial ratio of 3.1%, compared to Malaysia at 5%, Singapore at 7%, and the United States at 12% (Bisnis.liputan6.com, 2018). This gap underscores the need for strategic interventions to cultivate entrepreneurial skills, particularly among the youth. Education emerges as a crucial avenue for nurturing entrepreneurial mindsets and competencies, especially within the framework of elementary education. Initiatives like the Project Penguatan Profil Pelajar Pancasila (P5) offer an opportunity to integrate entrepreneurial skills with the broader framework of Pancasila values, aiming to prepare students for future challenges by fostering creativity, resilience, and economic independence (Wahyuni & Muhammadi, 2024).

Recent studies have emphasized the critical role of contextual education in cultivating essential skills. Research by Luh Aryani, Marhaeni, and Suastra (2013) demonstrated that incorporating local environmental elements into the curriculum significantly improved students' scientific process skills and academic performance. Similarly, Harahap (2023) underscored the importance of aligning education with cultural and community contexts, suggesting that localized education fosters adaptability and resilience among learners. Another study by Hayaturraiyan & Harahap (2022) highlighted that integrating local wisdom into educational practices not only enhances cognitive and practical skills but also deepens students' connection to their surroundings. Further, Harahap (2023) investigated the role of the social environment in shaping learning behaviors, finding that cultural and community dimensions significantly influence students' creativity, discipline, and problem-solving abilities. While these studies underline the benefits of localized learning, they primarily focus on general character development and cognitive skills, with limited exploration of entrepreneurship education. Moreover, the potential of P5 projects in fostering entrepreneurial competencies remains under-researched, leaving questions about the efficacy of such approaches unanswered.

Despite the promising potential of localized educational models, significant gaps exist in their application to entrepreneurship education. While studies like those by Luh Aryani et al (2013) and Harahap (2023) highlight the benefits of contextual learning, they do not empirically examine the relationship between localized education and entrepreneurial skills. Furthermore, the P5 initiative under the Kurikulum Merdeka remains underexplored in terms of its capacity to foster entrepreneurship, especially among younger students in elementary schools. This creates a gap in understanding how early exposure to entrepreneurship education through localized projects can shape students' abilities to identify opportunities, innovate, and manage resources effectively.

Additionally, there is a lack of evidence on how schools can systematically integrate local wisdom into P5 projects to teach entrepreneurial competencies, particularly in diverse cultural contexts.

The primary objective of this research is to investigate the influence of P5 projects based on local wisdom on entrepreneurial skills among fourth-grade students at UPT SPF SDN Mangkura IV. Specifically, the study aims to assess the current state of entrepreneurial skills among students, evaluate the design and implementation of P5 projects within the school, and analyze the extent to which these projects enhance students' abilities to identify entrepreneurial opportunities, innovate, and manage small-scale business activities. This research contributes to the academic discourse on education and entrepreneurship by addressing a critical gap in early entrepreneurship education. By focusing on elementary students, the study provides insights into how foundational skills can be nurtured to prepare students for future economic challenges. Additionally, this research highlights the potential of P5 initiatives to integrate local wisdom with entrepreneurship education, offering a model for contextualized learning that aligns with Indonesia's cultural and economic contexts. The findings are expected to inform educators, policymakers, and community leaders on optimizing P5 implementation, demonstrating how localized education can effectively foster entrepreneurial mindsets and contribute to national economic resilience.

LITERATURE REVIEW

The Strengthening of Pancasila Student Profile Project (P5)

The Proyek Penguatan Profil Pelajar Pancasila (P5) is an educational initiative aimed at developing Indonesian students' character and competencies based on Pancasila values (Aditomo, 2022). It emphasizes six core dimensions: faith and piety, global diversity, collaboration, independence, critical thinking, and creativity. P5 integrates academic learning with character development to prepare students for global challenges while preserving local identities. Key principles include student-centered learning, project-based approaches, local wisdom integration, sustainability, and character building, ensuring a holistic educational framework.

The program focuses on real-life and locally relevant projects that enhance problem-solving, collaboration, and creativity. It also promotes local cultural appreciation, aligning educational content with regional traditions and resources. Central components such as faith, diversity, collaboration, independence, critical thinking, and creativity are operationalized through activities like religious discussions, intercultural projects, and entrepreneurial initiatives (Kemendikbud, 2022).

Integrated within Kurikulum Merdeka, P5 employs strategies like project-based learning (PBL), curriculum integration, extracurricular activities, and teacher training (Hardiansyah, 2023). These methods foster contextual and character-focused education, preparing students to adapt and innovate in dynamic environments. However, challenges include resource disparities, mindset shifts, and complex evaluation mechanisms, necessitating tailored

support and innovative assessment tools. The primary goals of P5 are to instill Pancasila values, enhance 21st-century skills, improve educational quality, and ensure sustainability in character education (Lestari et al., 2023). As part of the Kurikulum Merdeka, P5 exemplifies a comprehensive approach to fostering competent and ethical citizens, promoting both national identity and global readiness.

Local Wisdom

Local wisdom refers to the knowledge, understanding, and practices developed within a specific community or culture, passed down through generations to address challenges and issues in daily life. It encompasses customs, traditions, moral values, and technologies proven effective within the local context. According to experts, local wisdom holds distinct attributes. Koentjaraningrat (2002) describes it as a cultural component containing ideas, norms, and activities related to resource management and social life. Keraf (2002) emphasizes that it emerges from long-term learning experiences to harmonize relationships with natural and social environments. Similarly, Sibarani (2012) highlights it as an indigenous knowledge system rooted in noble cultural values governing societal life.

Local wisdom exhibits specific characteristics: it is unique to each community, dynamic yet rooted in foundational values, and holistic, addressing various life aspects from ecology to morality. For instance, it encompasses oral traditions like folklore and proverbs and written records in scripts or literature. Moreover, it guides living harmoniously with nature, reflecting values of balance and sustainability. Key aspects of local wisdom include moral and ethical values such as honesty and justice, customs and traditions, traditional technologies, ecological knowledge like sustainable farming, and social governance mechanisms like conflict resolution. The functions of local wisdom are multifaceted. It aids in sustainable resource management, empowers communities by fostering participation, preserves cultural identity, serves as a rich educational resource, and facilitates societal adaptation to environmental and social changes.

Entrepreneurial Skills

Entrepreneurial skills encompass the knowledge, attitudes, and abilities that enable individuals to identify opportunities, take calculated risks, innovate, and manage resources effectively. These skills are vital in fostering economic development and equipping individuals to adapt to the dynamic demands of the modern world. According to Katz (1974), entrepreneurial skills are divided into technical, human, and conceptual skills, highlighting the importance of technical proficiency, interpersonal relations, and strategic thinking. Gagné (1977) emphasized the role of structured learning and practice in skill development, while Mustaghfiroh (2020) linked skills to habitual actions formed through repeated experiences, combining theoretical knowledge and practical application.

Entrepreneurship is broadly defined as the process of identifying, developing, and pursuing opportunities to create value through innovation and

resource management. Stevenson (2021) describes entrepreneurship as a relentless pursuit of opportunities, even without current resource control, while Shane (2020) focuses on leveraging innovation and addressing market gaps. Theories such as the Resource-Based View ((Barney, 2017) and Dynamic Capability Theory (Teece et al., 2019) stress the importance of resource utilization and adaptability in uncertain environments. Sarasvathy's Effectuation Theory (2018) underscores flexibility and creativity in using available resources for entrepreneurial success.

In the context of education, entrepreneurial skills development is centered on practical skill-building, fostering creativity, and instilling entrepreneurial mindsets. Practical skills, including financial management, marketing, and business operations, are complemented by fostering resilience, risk-taking, and ethical values. Project-based learning and real-world simulations provide experiential opportunities for students to apply these skills. Education systems are integrating entrepreneurship into curricula through interdisciplinary approaches and collaboration with industry professionals to create relevant and engaging learning experiences. This holistic approach ensures students are well-prepared to navigate and contribute to a rapidly changing global economy.

Based on this framework, the hypothesis of this study is as follows:

H0 : There is no effect of the Pancasila Student Profile Strengthening Project (P5) Based on Local Wisdom on Entrepreneurship Skills in Class IV UPT SPF SDN Mangkura IV Makassar.

H1 : There is an effect of the Pancasila Student Profile Strengthening Project (P5) Based on Local Wisdom on Entrepreneurship Skills in Class IV Students of UPT SPF SDN Mangkura IV Makassar.

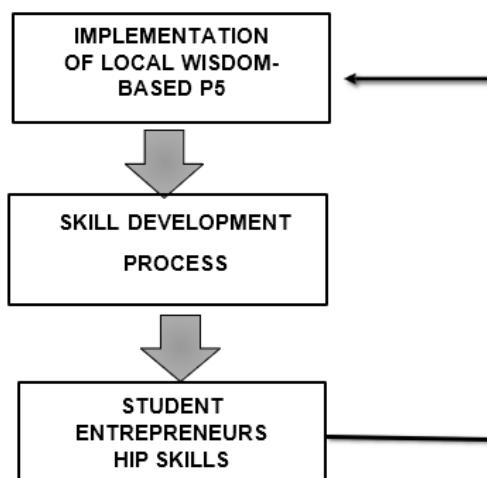


Figure 1. Conceptual Framework

METHODOLOGY

The study was conducted at UPT SPF SDN Mangkura IV Makassar, focusing on fourth-grade students during the odd semester of the 2024/2025 academic year from September to December 2024. Employing a quantitative ex

post facto design, the research aimed to investigate the impact of the "Project Penguatan Profil Pelajar Pancasila (P5)" based on local wisdom on students' entrepreneurial skills. This design was chosen to identify causal relationships without manipulating variables. The population comprised 39 fourth-grade students, all of whom were included as the sample through total sampling. The independent variable was the P5 project incorporating local cultural values, while the dependent variable was students' entrepreneurial skills, encompassing creativity, innovation, business management, and marketing abilities. Data collection utilized observation, interviews, questionnaires, and documentation, focusing on students' participation in P5 activities and entrepreneurial competencies. The instruments were validated and analyzed through descriptive and inferential statistics, including normality tests and simple linear regression, to evaluate the relationship between variables. The study highlights the critical role of integrating local wisdom into educational projects to foster entrepreneurial skills, providing insights for educational policy and practice.

RESEARCH RESULT

Simultaneous Test (F Test)

Table 1. ANOVA Test for Simultaneous Effect of Profil Pelajar Pancasila (X) on Entrepreneurial Skills (Y)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	76.244	1	76.244	32.259	.000
Residual	87.448	37	2.363		
Total	163.692	38			

The simultaneous test shows that there is a significant influence between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig value. F test of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that the independent variable, namely the Pancasila Student Profile (X), has an effect on entrepreneurship skills (Y) grade IV UPT SPF SDN Mangkura IV students.

Partial Test (t Test)

Table 2. Partial Test (t-Test) for Profil Pelajar Pancasila (X) on Entrepreneurial Skills (Y)

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	4.286	2.683		1.597	0.119
Profil Pelajar Pancasila (X)	0.648	0.114	0.682	5.680	0.000

Partial test is a test to determine the effect of each independent variable on the independent variable. The decision-making criteria can be done by comparing the probability value or sig. with the significance level of 0.05. If the probability value ≥ 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value < 0.05 , the effect between the independent variable (X) on the dependent variable

(Y) is significant. The probability value of X is 0.000. This value is smaller than 0.05 or the value of t count $5.680 > t$ table 1.685 ($n-1 = 38$ alpha 5%) so it can be concluded that the Pancasila Student Profile variable (X) has a positive and significant effect on the Entrepreneurship Skills variable (Y) of class IV UPT SPF SDN Mangkura IV students.

Determinant Coefficient Test

Table 3. Coefficient of Determination (R-Square) for Profil Pelajar Pancasila (X) on Entrepreneurial Skills (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.682	0.466	0.451	1.53736

The coefficient of determination (R-square) is a value (proportion) that measures how much the ability of the independent variables (X) used in the regression equation, in explaining the variation in the dependent variable. The coefficient of determination ranges from 0 to 1. From the table above, it is known that the coefficient of determination (R-square) is 0.466. This value can explain that the Pancasila Student Profile is able to influence the Entrepreneurship Skills of class IV UPT SPF SDN Mangkura IV students by 46.6%, and the remaining 53.4% is influenced by other factors outside the regression model used.

DISCUSSION

The effect of the Pancasila Student Profile Strengthening Project (P5) based on local wisdom on the entrepreneurial skills of fourth grade students of UPT SPF SDN Mangkura IV

The probability value of X is 0.000. This value is smaller than 0.05 or the value of t count $5.680 > t$ table 1.685 ($n-1 = 38$ alpha 5%) so it can be concluded that the Pancasila Student Profile variable (X) has a positive and significant effect on the Entrepreneurship Skills variable (Y) class IV UPT SPF SDN Mangkura IV students. The results of this study are in line with Rahmawati Kumala Dewi, Syailin Nichla Choirin Attalina Hamidaturrohmah 2024 Analysis of Project Activities Strengthening the Pancasila Student Profile (P5) with the Theme of Local Wisdom of Jepara Regency in Elementary Schools The results showed that carrying out P5 activities involved several stages. The first stage includes the planning of P5 activities, which includes the formation of a team of facilitators, assessing school readiness, creating the dimensions of the Pancasila learner profile, determining the theme, time allocation, preparation of project modules, and project result reporting strategies, and strategies for reporting project results. The next stage is the implementation of P5 activities, which focuses on the introduction, contextualization, and action of P5. The spirit of gotong royong, global diversity, and creativity are the dimensions of the Pancasila learner profile that are successfully achieved in P5 activities with the theme of local wisdom. Project evaluation is the last stage, which is carried out through initial assessment, formative assessment during discussion, and implementation assessment during the exhibition of work.

Also according to the theory of Pancasila Profile Sudibya et al., (2022) Through the Pancasila student profile, they are encouraged to strengthen their character in six dimensions, namely: 1) developing understanding and practice of Pancasila values, such as the spirit of gotong royong, global diversity, and creativity, 2) understanding and appreciating local wisdom and applying it in daily activities, 3) actively participating in social activities and creating an inclusive and values-oriented learning environment, 4) developing social skills, collaboration skills, and problem-solving skills that they can apply in various contexts of their lives.

CONCLUSIONS AND RECOMMENDATIONS

This study reveals that the implementation of the project Strengthening the Profile of Pancasila Students (P5) based on local wisdom has a positive and significant influence on the development of entrepreneurial skills of class IV UPT SPF SDN Mangkura IV students. With a probability value of 0.000 ($p < 0.05$) and t count of 5.680 which is greater than t table 1.685, this result shows a strong relationship between the independent variable and the dependent variable. Local wisdom-based P5 contributes to improving students' creativity, innovation, and managerial ability, all of which are key elements of entrepreneurial skills. The study also identified several aspects that need to be improved, including students' creative skills which are currently still in the "Fair" category based on observation and evaluation results.

This research makes a significant contribution in the field of education, especially in the context of local wisdom-based curriculum development. By integrating local values into the P5 program, this research highlights the importance of a contextual approach in education that not only supports academic achievement but also prepares students to face real-world challenges. The uniqueness of this study lies in the combination of a quantitative approach with a focus on the influence of local wisdom on students' practical skills, making it relevant to be implemented in the context of Merdeka Curriculum that encourages project-based learning. Furthermore, this research also confirms that a local wisdom-based approach is able to increase students' sense of ownership of their local culture while providing skills that are relevant to the demands of the times.

However, this research has several limitations. One of them is that the scope is limited to one school with a small sample size of 39 students. This may limit the generalizability of the findings to a wider population. In addition, this study emphasized more on the entrepreneurial skills aspect without exploring other factors that might influence the effectiveness of local wisdom-based P5, such as the role of teachers, infrastructure, and parental involvement. This study also used a quantitative approach that could be balanced with a qualitative approach to gain a deeper understanding of students' and teachers' experiences in the P5 program. For future research, it is recommended to expand the scope of the study to more schools with different cultural backgrounds, so that the results can be more nationally representative. Further research could also explore the effect of the local wisdom-based P5 program on other aspects, such as critical thinking,

leadership, and collaboration skills. In addition, the integration of qualitative methods, such as in-depth interviews or case studies, could provide richer insights into the dynamics and challenges of P5 implementation in various contexts. Thus, new findings can support the development of more effective policies to improve the quality of education in Indonesia.

ADVANCED RESEARCH

Every research endeavor is inevitably accompanied by certain limitations, and this study is no exception. While this research successfully demonstrates the impact of the Project Penguatan Profil Pelajar Pancasila (P5) based on local wisdom on entrepreneurial skills among fourth-grade students at UPT SPF SDN Mangkura IV, several areas remain open for deeper exploration. The study's focus on a single school limits the generalizability of findings across diverse cultural and educational contexts. Additionally, while a quantitative approach has effectively measured the statistical significance of the P5 program's impact, qualitative insights into students' lived experiences, teacher facilitation styles, and parental engagement remain unexplored.

Future research can address these gaps by adopting a mixed-methods approach to provide a more holistic understanding of the dynamics between P5 programs and their outcomes. Expanding the scope to include schools from different regions, each with unique cultural attributes, could uncover how local wisdom shapes entrepreneurial skills in diverse settings. Furthermore, investigating the role of other stakeholders—teachers, parents, and community leaders—in enhancing the effectiveness of P5 programs could yield valuable insights for policy and practice.

An additional avenue for future research could involve longitudinal studies that assess the long-term impact of P5 programs on students' entrepreneurial competencies and career trajectories. Tracking students over time would reveal whether the skills acquired during the program translate into tangible benefits, such as increased entrepreneurial activity or improved problem-solving abilities in adulthood. Exploring the integration of technology and digital tools into P5-based projects could also be a fruitful area of investigation, as it aligns with the demands of the Fourth Industrial Revolution and the evolving nature of entrepreneurship.

Ultimately, advancing this research requires collaborative efforts among educators, policymakers, and researchers to design, implement, and evaluate innovative educational interventions. By addressing the existing limitations and building on the findings of this study, future research can contribute to a deeper understanding of how culturally rooted education fosters not only entrepreneurial skills but also the holistic development of students in a rapidly changing global landscape.

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