

Development Of A Prototype Module For Local Content Based On The Strengthening Project Of Pancasila Student Profiles

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Abstract

This research utilizes the Research and Development (R&D) method, aimed at producing a specific product and testing the effectiveness of that product. In this study, the researcher developed a Prototype Module for the Local Content Strengthening Project of the Pancasila Student Profile (P5) to address unemployment at SMK SAIS 1 Kab. Bandung. The development of the Prototype Module, based on the Strengthening Project of the Pancasila Student Profile, serves as a reference for setting goals, activity flow, and assessment in the implementation of the Pancasila Student Profile Strengthening Project at Vocational High Schools. The result of the Prototype Module for the Pancasila Student Profile Strengthening Project is a beneficial product, especially for teachers and vocational high school students, in carrying out the Pancasila Student Profile Strengthening Project (P5). Previously, the implementation of the profile project only involved practical aspects without specific guidelines, and assessment was only conducted in a general manner, not focusing on the implementation of the Pancasila student profile, which includes faith and devotion to the Almighty, noble character, critical thinking, mutual cooperation, self-reliance, global diversity, creativity, and differentiated learning. These aspects distinguish the Creative Entrepreneurship Product Practice from the Pancasila Student Profile Strengthening Project.

Kata kunci: Local Content, Project Of Pancasila Student Profiles, Prototype Module.

1 INTRODUCTION

In developing countries, entrepreneurship plays a crucial role in economic activities. The social impact of entrepreneurship depends significantly on the characteristics of the country, such as resources, institutions, and the overall wealth of the community (Susantiningrum et al., 2020). Entrepreneurs have the potential to create employment opportunities and make a positive contribution to Indonesia's economy. Entrepreneurship driven by opportunities tends to experiment with innovation in starting new businesses (Mustikowati & Tysari, 2015). To address these challenges, a solution that can be implemented is to incorporate entrepreneurship education in schools. By introducing entrepreneurship education, it is hoped that it can ignite interest and enhance the curiosity of learners about the entrepreneurial world. The goal is to cultivate a strong entrepreneurial mindset, which, in turn, can give rise to new entrepreneurs with the potential to drive economic growth (Ningsih, 2023).

Based on the survey data from the Badan Pusat Statistik Indonesia (2022) the workforce in February 2022 reached 144.01 million people, experiencing an increase of 4.20 million people compared to February 2021. The open unemployment rate in Indonesia for the same month reached 5.83 percent, indicating that a significant portion of university and Vocational High School (SMK) graduates are more inclined to be job seekers rather than job creators. This fact may be influenced by the learning system implemented in SMK, which currently focuses more on preparing students to graduate quickly and find

employment rather than creating graduates ready to contribute actively. Additionally, the level of entrepreneurial activity is considered to be still low (Aprilianty, 2012). The increasing demand for SMK graduates to not only be job seekers but also creators of work emphasizes the need for a reorientation in the learning system at SMK (Aimmatul & Supriyanto, 2021). With this expectation, it is crucial to emphasize how to instill entrepreneurial spirit in students. The goal is not only for them to graduate quickly and secure a job but also to broaden their perspectives and insights after graduation, enabling them to develop the entrepreneurial attitudes necessary in the professional world (Sumadi & Sulistyawati, 2017).

Entrepreneurship education has a profoundly humane goal, which is to guide individuals toward open-minded change, shape the ability to adapt quickly to new situations, and provide the skills to succeed in an environment filled with uncertainty (Mulyani, 2012). Viewing entrepreneurship education as a journey towards progress fosters the willingness to grow in the face of new challenges. A report released by the Japanese Ministry of Economy, Trade, and Industry in 2008 highlighted the significance of entrepreneurship education in universities and graduate schools. The report emphasizes that the true essence of entrepreneurship's purpose in education is to impart knowledge and skills to students, preparing them to embark on entrepreneurial journeys (Mardiah et al., 2023). Thus, entrepreneurship education not only teaches theory but also guides students toward opportunities to realize their dreams in the business world.

Entrepreneurship education based on Pancasila in Vocational High Schools is not something new. This approach creates an environment where individuals not only acquire knowledge but also sharpen their thinking skills regarding social issues, particularly unemployment. By supporting their development, this approach provides opportunities for each individual to explore solutions to such problems and hone their abilities by implementing the solutions found (Sitepu & Laijran, 2023). Social entrepreneurship in the context of Vocational High School education has significant potential to broaden its positive impact and strengthen the essence of entrepreneurship education based on Pancasila. Entrepreneurship education is directed towards achieving several goals, such as preparing learners with creative and courageous life skills, shaping an entrepreneurial spirit (not solely oriented towards employment), and preparing graduates to be forward-thinking individuals with a better quality of life. Through this approach, it is hoped that unemployment issues in Indonesia can be addressed, and national progress can be realized. Consequently, educated communities can play an active role in tackling unemployment issues and creating sustainable solutions (Karsim et al., 2023).

2 RESEARCH METHODS

This research employs the Research and Development (R&D) method as a tool to create a useful product and test its effectiveness. This method is chosen with the primary goal of producing a concrete product, in this case, a video illustrating the activities of the Pancasila Student Profile Strengthening Project (P5). The R&D research is a suitable choice for testing the effectiveness of a product so that it can function optimally in society. The R&D research process is not just about producing a product; it also involves efforts to design the product to serve as a valuable guide in further research development (Mesra et al., 2023). In this context, the researcher becomes a crucial variable (variable X) that needs careful consideration. The steps of R&D research in designing a product involve a series of thoughtful stages, starting from (1) Research and Data Collection, (2) Planning, (3) Initial Product Development, (4) Initial Product Testing/Limited Testing, (5) Refinement of the Initial Product, (6) Determination of the Final Product, to (7) Revision or Refinement of the Final Product. Through this process, R&D research not only creates a product but also establishes a solid foundation for further development. The researcher plays the role of an architect in designing something that is not only beneficial but also capable of making a positive contribution to society. With enthusiasm, this research aims to create a product

that is not only of high quality but also has a significant positive impact in the midst of society.

3 RESULT AND DISCUSSION

The research was conducted by the author for 2 months, during which the author conducted interviews with the vice principals for the curriculum and student affairs, productive teachers, and students through questionnaires. As a result, the product created by the author is highly needed by teachers and students at SMK X Kab. Bandung. This research utilizes the ADDIE research and development model, consisting of five stages: analysis, design, development, implementation, and evaluation. The developed Prototype Module for local content is deemed valid and practical based on assessments from expert validators as well as evaluations from teachers and students.

3.1 The stages of analysis, planning, development, and verification

In the analysis stage, the Initial Product developed in the Prototype Module Development of the Pancasila Student Profile Strengthening Project (P5) at SMK SAIS 1 Kab. Bandung was examined. The interview results obtained from the Curriculum Vice Principal indicated that the implementation of the Pancasila Student Profile Strengthening Project learning was conducted in a simple manner without using the module that should serve as a guide for teachers. Consequently, the author created a product related to the Project Module with the aim of providing a reference for both teachers and students in the implementation of the Pancasila Student Profile Strengthening Project.

Based on the demands of the independent curriculum, it can be concluded that the Pancasila Student Profile Strengthening Project is a co-curricular learning aimed at providing students with experiences in the Pancasila Student Profile Project learning process. The key elements of the learning process include objectives, activity flow, project assessment, and project reporting. Therefore, these elements are crucial to consider in the implementation of the Pancasila Student Profile Strengthening Project so that students can adapt to co-curricular activities.

Based on observations and interviews conducted at SMK SAIS 1 Kab. Bandung, it was found that students experienced confusion in carrying out the Profile Project and felt fatigued with the practice of Creative Entrepreneurship Product. In the conceptual analysis stage, a Prototype Module with the theme of Entrepreneurship was developed. The steps taken in the preparation of the Prototype Local Content Module were (1) Designing the Cover Page, (2) Structuring the Module Framework, and (3) Designing the Prototype Local Content Module.

After the design of components and materials was completed, the researcher proceeded to develop this Prototype Local Content Module by presenting themes within the learning outcomes, such as Sustainable Lifestyle, Local Wisdom, Build the Soul and Body, Unity in Diversity, Democracy Voice, Engineering and Technology, and Occupation, with accompanying images related to these themes.

Verification (recommendation) was conducted by content experts 1 and content experts 2. Content experts refer to competent lecturers/experts who tested the material of the developed module. Content experts 1 and Content experts 2 evaluated the appropriateness and coverage of the material. From the perspective of material content regarding the Pancasila Student Profile Strengthening Project (P5), it is expected to be easily understood by users. Overall, the research received approval from content expert 1 and, with minor revisions, a recommendation from content expert 2 as a suitable product.

Based on the validation results regarding the material aspect, the use of the developed Pancasila Student Profile Strengthening Project Prototype Module is considered very good and easily understood by both teachers and students. The material validation was carried out by content experts, namely content expert 1 Dr. Mohamad Abduh M.Pd, and content expert 2 Dr. Mohamad Sutisna M.Pd, who are lecturers in the Arrahmaniyah Civics Program

and also served as mentors in the research. The material validation aspect covers the presentation of material in the Pancasila Student Profile Strengthening Project (P5) Prototype Module.

Based on the validation results from the first product trial, revisions were still needed in the material section. Consequently, the researcher made slight revisions for the second product trial. The assessment of the feasibility of the second product trial showed an improvement in the evaluation by content experts, with a score of 18 out of a maximum of 20, representing a 95% percentage. Thus, the suitability of the media in Product 2, as evaluated by content experts 1 and 2, is considered highly feasible. The implementation of the second product trial did not encounter any obstacles from students or teachers as users. The research and development activities, based on the development steps, have been completed.

After conducting the first and second product trials with content expert 1 and content expert 2 as validators, the researcher made revisions according to the suggestions from the prototype module validator. There were no significant obstacles encountered in implementing the Pancasila Student Profile Strengthening Project Module, allowing students to carry out the project successfully. The teachers also have clear guidance and direction. The intended outcome of the Pancasila student profile project is not just to obtain a product but to achieve the Pancasila student profile, which includes having faith and devotion to the Almighty, noble character, critical thinking, independence, mutual cooperation, global diversity, and creativity. All of these elements are already incorporated into the module as part of the Pancasila profile.

The Head of SMK X Kab. Bandung stated that the existence of the Entrepreneurship-themed Pancasila Student Profile Strengthening Project module has been very helpful. Currently, the implementation of the P5 project is typically limited to practices in Creative Entrepreneurship Product, but the Pancasila Student Profile involves much more. It is not just about creating products but adhering to the six dimensions essential for implementing the profile project, including the themes that vocational schools, especially in the field of employment, are obligated to include in their projects every year.

3.2 Discussion

3.2.1 Product Design

The product/results of this research, as previously outlined, have characteristics, advantages, and limitations.

Product Characteristics: The research product, in the form of the "Pancasila Student Profile Strengthening Project Prototype Module," exhibits the following characteristics: (1) Flexibility, meaning it can be applied to other themes; (2) Comprehensive coverage from project preparation, planning, assessment to project reporting; (3) Clarity and accuracy.

Product Advantages: The "Pancasila Student Profile Strengthening Project Prototype Module" has several advantages: (1) It is a needed product for SMK X Kab. Bandung; (2) It provides a complete flow within the Pancasila Student Profile Strengthening Project Prototype Module; (3) It can be utilized by both teachers and students.

Product Limitations: The "Pancasila Student Profile Strengthening Project Prototype Module" has limitations, including: (1) A very short research period; (2) The module is limited to one theme but can serve as a guide for other themes; (3) The module is intended for use only within the SMK X Kab. Bandung environment.

3.2.2 Product Eligibility

The research and development results, in the form of this project module, are believed by the researcher to hold value (utility) in the field of education. The researcher will discuss the values contained in this research result as follows (1) Theoretical Value: Theoretically, the research product in the form of the "Pancasila Student Profile Strengthening Project Prototype Module" will have a positive influence on researchers, teachers, students, and the field of education. Through this research, the researcher will gain valuable additional knowledge resulting from empirical experiences, especially knowledge related to the

Pancasila student profile strengthening project. For teachers, this research result will add to their intellectual wealth, enabling them to develop knowledge specifically related to the Pancasila Student Profile Strengthening Project and serve as a guide in implementing other projects. The education sector will be enriched with theories related to the "Pancasila Student Profile Strengthening Project Prototype Module. (2) Practical Value: The research product, the "Pancasila Student Profile Strengthening Project Prototype Module," is expected to have an impact on the planning, implementation, and evaluation of the Pancasila Student Profile Strengthening Project. In project planning, it can facilitate teachers in creating thorough project plans, crucial for starting profile project learning by simplifying complex teaching tasks with well-thought-out, written, and structured planning. This ensures that teachers are prepared to begin the Pancasila student profile strengthening project. During the project implementation process, a suitable and systematic project planning flow will occur, allowing students and teachers to understand the objectives to be achieved in a project, including its dimensions, themes, and elements. Therefore, in the assessment, teachers will be able to determine the achievement of learning by measuring the competencies of students demonstrated through the results of the profile project and the reporting of the project created by students. (3) Pedagogical Value: The pedagogical value contained in the research result, the "Pancasila Student Profile Strengthening Project Prototype Module," will be more meaningful in the implementation of the Pancasila student profile strengthening project, making it interesting and easy to understand. This is made possible by several factors: (a) Students have guidance in planning, implementing, and reporting the Pancasila student profile strengthening project; (b) Learning outcomes are predetermined in a clear guideline, including step-by-step instructions in the project implementation flow; (c) Students are aware of the assessment to be conducted by teachers, making it clear what should be included in this profile project.

3.2.3 *Product Effectiveness*

The Prototype Local Content Module is a learning device or instructional design based on the independent curriculum applied to the Pancasila Student Profile Strengthening Project with the aim of achieving the objectives of the project profile. In the development of this Prototype Local Content Module, teachers and students play a crucial role. Teachers are required to create innovative Project Modules so that students understand what will be achieved in the implemented project. Developing this innovative Project Module is a pedagogical competence that teachers need to enhance, ensuring that the teaching technique in conducting co-curricular activities such as the Pancasila Student Profile Strengthening Project is more effective and efficient.

The Prototype Module for the Pancasila Student Profile Strengthening Project is essential in implementing this co-curricular activity within the independent curriculum. In reality, teachers may face difficulty in upgrading teaching effectiveness if not complemented with a complete Project Module. This also applies to students because what teachers convey may not be systematic, and there is a possibility that the delivery of material does not align with the curriculum that should be applied. Therefore, the Project Module is the main medium in implementing the Pancasila Student Profile Strengthening Project.

The effectiveness of using this Prototype Local Content Module can be determined by its utility—whether the Prototype Module functions to develop the implementation of the profile project and enrich the experience in its execution for students. This is evidenced by the material test results with a score of 90%, indicating its suitability.

The advantage of this Prototype Local Content Module is its role as a guide for teachers and students when implementing the Pancasila Student Profile Strengthening Project (P5). It facilitates the determination of objectives, the achievement of objectives, and the assessment and reporting of the project. This aligns with Santika's research, stating that modules function as independent learning tools, allowing students to learn independently at their own pace. The development of this Prototype Module explains the psychological

and philosophical perspective that views individuals forming and constructing most of what they learn and understand. Module development is the development of procedural knowledge and conceptual understanding independently. Understanding concepts consists of two words: understanding and concept, meaning that discovery or comprehension can be interpreted as mastering something with the mind. Therefore, meaningful learning must understand its meaning and philosophy. Someone can be said to learn if they can do something through exercises, so they change, and in this Prototype Local Content Module, the presentation is very systematic and sequential..

4 CONCLUSION

Based on the research results and discussion above, it can be concluded (1) The development of the Prototype Module for Strengthening Pancasila Profile Projects has been carried out by the researcher in several stages, including analysis (needs analysis), design, implementation, and testing. This is evidenced by the results of the Pancasila Profile Strengthening Project Module, (2) The feasibility of the Pancasila Profile Strengthening Project Module is assessed through two stages (a) Validation by expert 1 and expert 2: Based on the evaluation by expert 1 and expert 2, the product obtained a feasibility rating of 93%, indicating its high suitability, (b) Testing the feasibility of the Prototype Module for the Pancasila Profile Strengthening Project by teachers: The module has been tested by teachers, and it turns out that with the existence of the Pancasila Profile Strengthening Project Module, they find it easier to understand the implementation flow of the project and the assessment methods. Consequently, they understand the real purpose of the Pancasila Profile Strengthening Project, (3) The development of the Prototype Module for the Pancasila Profile Strengthening Project has shown positive results based on the surveys conducted with both teachers and students who were sampled by the researcher. It was revealed that for the past 2 years, in implementing the Pancasila Profile Strengthening Project, they have been following the usual practice of Creative Entrepreneurship Product Practices. However, with the introduction of the Project Module, they now have a better understanding that the Pancasila Profile Strengthening Project is not only about the product but also about the character (profile) of a student who must continually develop their profile (character) for lifelong learning.

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