

# Pancasila Student Profile Project Module on Entrepreneurship Theme for Elementary School Students

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## ABSTRAK

Masih banyak pendidik kesulitan dalam mengembangkan modul proyek yang sesuai, sehingga berdampak pada pemahaman peserta didik yang kurang. Tujuan penelitian ini yaitu untuk mengembangkan Modul Proyek Profil Pelajar Pancasila Tema Kewirausahaan. Jenis penelitian ini yaitu penelitian pengembangan dengan menggunakan model ADDIE. Penelitian ini melibatkan 28 peserta didik yang terdiri dari 15 peserta didik laki-laki dan 13 peserta didik perempuan. Pengembangan modul proyek ini divalidasi oleh ahli materi, ahli media, dan ahli praktisi. Metode pengumpulan data menggunakan observasi, wawancara, angket, dokumentasi dan tes. Instrumen yang digunakan yaitu kuesioner. Teknik analisis data menggunakan analisis kualitatif dan kuantitatif. Uji efektifitas menggunakan N-gain. Hasil penelitian yaitu modul proyek profil pelajar pancasila bertema kewirausahaan memenuhi kriteria kevalidan, kepraktisan dan keefektifan. Modul proyek ini valid karena memenuhi kriteria isi, bahasa, dan penyajian. Validasi kelayakan modul proyek profil pelajar pancasila oleh ahli media yaitu 97,5% ahli praktisi mendapatkan persentase sebesar 97,4% dan ahli materi persentase sebesar 99,3%. Pada aspek kepraktisan mendapatkan presentase 84,2 %, uji coba terbatas dan 85,8 % pada uji coba luas. Pada aspek keefektifan hasil N-gain menunjukkan kategori efektif. Disimpulkan Modul proyek dapat digunakan oleh pendidik untuk mengembangkan keterampilan kewirausahaan peserta didik kelas IV SD.

## ABSTRACT

Many teachers still need help developing appropriate project modules, resulting in students' lack of understanding. This research aims to develop a Pancasila Student Profile Project Module with the Entrepreneurship Theme. This type of research is development research using the ADDIE model. This research involved 28 students consisting of 15 male and 13 female students. The development of material, media, and practitioner experts validated this project's methods using observation, interviews, questionnaires, documentation and tests. The instrument used was a questionnaire. Data analysis techniques use qualitative and quantitative analysis. Test effectiveness using N-gain. The research results are that the Pancasila student profile project module with the theme of entrepreneurship meets the criteria for validity, practicality and effectiveness. This project module is valid because it meets the content, language and presentation criteria. Validation of the feasibility of the Pancasila student profile project module by media experts, namely 97.5%, practitioner experts got a percentage of 97.4% and material experts a percentage of 99.3%. In the practical aspect, the percentage was 84.2% for limited trials and 85.8% for extensive trials. In the effectiveness aspect, the N-gain results show the effective category. Educators can use the project module to develop the entrepreneurial skills of fourth-grade elementary school students.

## 1. INTRODUCTION

Currently, the government is issuing a new curriculum for all levels of education to support the quality of learning. Some schools implement a different curriculum, the government has refined it again by presenting the Merdeka curriculum (Jannati et al., 2023; Marisa, 2021; Rafikayati et al., 2022). The independent learning curriculum also continues the direction of development of the existing and previously implemented curriculum. The independent curriculum is a recovery curriculum from the previous curriculum which is intended to provide diverse in-curricular learning in each school (Evy Ramadina, 2021; Mustika, 2022; Sasmita & Darmansyah, 2022). The change in curriculum is supported by

the government which is preparing new learning plans for all schools at the high school, middle school and elementary school levels. Learning tools are a set of learning references that enable students and educators to carry out learning activities (Musyadad et al., 2022; Salim Nahdi & Cahyaningsih, 2018; Wani, 2020). A learning implementation plan (RPP) is a learning activity plan that describes learning procedures and management to achieve one or more basic competencies specified in the content provisions and described in the syllabus (Salim Nahdi & Cahyaningsih, 2018; Wikanengsih et al., 2015). Elementary school learning tools that support the implementation of the independent curriculum are teaching modules, project modules, textbooks, learning videos and other types of learning media.

The current problem is that many teachers still have difficulty developing appropriate project modules. Previous research findings also reveal that teachers have difficulty developing learning modules that are suitable for students (Herlina & Hadiyanti, 2021; Nana, 2020; Simangunsong & Pane, 2021). This certainly has an impact on students who have difficulty learning, especially when studying independently at home (Puspita., 2019; Setiadi & Yuwita, 2020). The results of observations and interviews with class teachers conducted at SDN Kepatihan found the same problems. The first problem is that educators are only given one teaching module from the government and the project module is still difficult to understand if they want to carry out a project and deliver learning material. This is proven by educators rarely carrying out project activities, in one semester the Pancasila student profile project is only done once, namely making a feather duster, while the textbook project is only done twice, namely growing sprouts and observing plant parts. The second problem is that educators' learning planning is still not optimal in carrying out project activities. This is proven by observing the implementation of learning which still often uses the lecture method. The third problem is entrepreneurial activities that have not yet appeared in students. This is proven that class IV students still do not understand much about entrepreneurship and only carry out consumption activities. The fourth problem is that students have not shown several indicators in the Pancasila student profile, namely working together, creatively and critically reasoning, which is the fourth problem. The fifth problem is that students still have difficulty understanding the subject matter, especially in science subjects. This is proven by the fact that only 8 to 9 students can take part in learning using teaching module textbooks from the government out of 28 existing students. This means that less than 25% of students are able to take science subjects. This is because students are unable to understand the existing reading material and practice questions.

Based on this, the solution offered is to develop appropriate modules so that students can increase their interest in entrepreneurship and knowledge of the Pancasila profile in students. The theme of entrepreneurship needs to appear in science and science subjects because it can present Pancasila student projects that are of interest to students and foster an entrepreneurial attitude. This provides an idea to present a learning plan in the form of a project module to run a Pancasila student project with an entrepreneurial theme. The Pancasila student profile listed in the independent curriculum is useful for forming students' character and abilities in carrying out learning activities (Kurniawaty et al., 2022; Rizkyani & Wulandari, 2022; Rudiawan & Cahyono, 2022). The project module contains the character of Pancasila students who present a profile of the noble values of Pancasila. The skills and character described in the Pancasila Student Profile will be realized in students' daily activities through school culture, intracurricular learning, projects that strengthen the Pancasila student profile and extracurricular activities (Aisyah & Nawawi, 2023; Kahfi, 2022; Rusnaini et al., 2021; Santika, 2022). Apart from the teaching module for planning learning activities, there is also a project module for planning projects that presents Pancasila student values. Carrying out projects is nothing new in education in Indonesia. However, they usually do not have a clear and directed plan such as learning planning for teaching modules (Arum & Wahyudi, 2016; Ramadhan et al., 2020). The project module must also be equipped with Pancasila student values in order to form a Pancasila student profile among students. Having an entrepreneurial theme in learning will foster students who reason critically, work together and are creative. There is an entrepreneurial attitude that has not yet emerged, students use their potential and creativity to produce at least one person's needs (Fardila et al., 2015; Munarsih et al., 2020; Suwena, 2016). Students can also manage finances related to production, and even become smart consumers so they are not easily persuaded by advertising. Cultivating an entrepreneurial attitude from an early age can also encourage students to be motivated to reason critically and creatively by opening up employment opportunities for other people (Ambarriyah & Fachrurrozie., 2019; RU Sari et al., 2017).

Previous research findings also confirm that appropriate learning modules are very important to provide to students (Hasanah et al., 2021; Herlina & Hadiyanti, 2021; Inanna et al., 2021). Other findings also state that learning modules can improve students' understanding and learning outcomes (Pratiwi et al., 2017; Ratnawati, 2021; Riwanti & Hidayati, 2019; Setiadi & Yuwita, 2020). Based on this, it can be concluded that appropriate learning modules are very important to develop. The Pancasila student profile project module with the theme of entrepreneurship, if linked to students' understanding of the needs and

desires of the value of goods and the priority scale, will foster an intelligent and confident attitude in economic activities to meet their own needs, which is still difficult to apply to fourth grade elementary school children. . The advantage of the module developed is that the existence of a project module is very important to support the achievement of learning objectives which are useful in providing information and assistance so that more emphasis is placed on students' learning activities. Having a project module that suits students' needs will make it easier to understand the material even without the assistance of an educator. There has been no study regarding the Pancasila Student Profile Project Module with the Entrepreneurship Theme. Based on this, the aim of this research is to develop a Pancasila Student Profile Project Module with the Entrepreneurship Theme.

## 2. METHOD

This research was conducted using a research and development design. Research development (R&D) methods are used by researchers to produce certain products, and at the same time test feasibility which includes: validity, practicality and effectiveness of the product, implementation of learning and student responses to the product. This development research design refers to development research design. This research uses the ADDIE (Analysis, Design, Development or Production, Implementation or Delivery and Evaluations) model developed by Dick and Carry (Mulyatiningsih, 2015). The subjects in this research were class IV students at SDN Kapatihan. This research involved 28 students consisting of 15 male students and 13 female students, and the Pancasila student project module was the object. The instruments used to test the suitability of the products produced are by using instruments which include: validation sheets given to media experts, material experts and practitioner experts or educators, observation sheets, student questionnaires, interview sheets, and learning test results. The data collection grid in the research for developing the Pancasila student profile project module can be seen in Table 1, Table 2, and Table 3.

**Table 1. Media Expert Validation Instrument Grid**

No.	Aspect	Indicator	Item Number
1	Technical	a. Project module can be seen easily	1
		b. Information what is conveyed in power point is easy to understand	2
		c. The project module provides clear instructions	3
		d. Easy project module understood	4
2	Appearance	a. Combination The colors in the learning device design are attractive	5
		b. Writing in the learning device can be read clearly	6
		c. Image in the learning tool can be seen clearly	7
		d. Use the right typeface	8
		e. Election appropriate cover/cover	9
		f. Appearance Opening of interesting learning tools	10
		g. Usage correct letter size	11

(Made et al., 2021)

**Table 2. Material Expert Validation Instrument Grid**

No.	Aspect	Indicator	Number
1	Self Instructions	a. Clarity of learning objectives	1
		b. The packaging of learning materials is attractive and clear	2
		c. Learning material is supported by examples and illustrations	3
		d. Availability of questions and assignments to measure students	4
		e. The assignments and questions presented are relevant to the material, activity context and student environment	5
		f. Use of simple and communicative language	6
		g. Availability of a summary of learning materials	7
		h. Availability of assessment instruments	8
		i. Availability of feedback on student assessments	9
2	Self Contained	a. Contains all learning material of one competency standard	10
3	Adaptive	a. The project module adapts to developments	11
		b. Easy to use instructions	12
4	User Friendly	c. Easy to use information	13

(Wiratama et al., 2021)

**Table 3. Student Questionnaire Instrument Grid**

No.	Dimensions	Indicator	Total Items
1	Feeling Happy	a. Students' views/opinions about entrepreneurship	3
		b. Students' feelings while participating in the project	2
		c. Students' opinions about teachers	2
2	Involvement Learners	d. Activity while studying entrepreneurship and Pancasila student projects	3
		e. Awareness of learning entrepreneurship at home	2
3	Interest	f. Students' responses to the tasks given	2
		g. Curiosity towards entrepreneurship	3
4	Attention Students	h. Students' attention when studying project modules	3

The analysis technique used is qualitative data analysis, quantitative data analysis. The results of the initial observations and interviews that have been carried out are analyzed obtained from qualitative data. Meanwhile, quantitative data was obtained from project module assessment questionnaire scores. Data analysis is used to obtain a concrete understanding of the success of the module being developed. The results obtained are used as consideration in improving the product to be developed. The effectiveness data in this research was obtained from student learning outcomes. This type of research is an experiment with the design used *One Group Pre-test-Post-test Design* the data obtained is based on research references.

### 3. RESULT AND DISCUSSION

#### Result

The development of the Pancasila student profile project module with the theme of entrepreneurship can be carried out using a predetermined method, namely the Addie model (Analysis, Design, Development, Implementation and Evaluation). The first stage analyzes the curriculum, materials and needs. At this stage the researcher analyzes the entrepreneurship theme and dimensions that are in accordance with the independent curriculum. Researchers then carried out an analysis of module development. Next, analyze appropriate learning strategies developed in outline and general terms. The results of the curriculum analysis are that class IV uses the independent curriculum. The results of this analysis are used as a reference in developing the Pancasila student profile project module with the theme of entrepreneurship. Through this entrepreneurial theme project activity, creativity and entrepreneurial culture will be developed. The results of the material analysis are that class IV uses an independent curriculum with an entrepreneurship theme, so the material that will be used by students is chapter 7 of the science subject. In chapter 7 there is material on how to meet living needs, economic activities and types of business in accordance with the themes in the project module. The dimensions of the Pancasila student profile contained in the project module are critical reasoning, creativity and mutual cooperation. The results of the needs analysis are that the independent curriculum used for class IV does not yet contain a project module. Class teachers do not yet have learning tools for the Pancasila student profile project. The theme of entrepreneurship has not been implemented with students. The theme of entrepreneurship can help students to reason critically, creatively and work together.

The second stage is the design stage. In this module the researcher took chapter 7 in class IV science subjects. The project activities carried out consist of the introduction stage of entrepreneurship and healthy snacks, the contextualization stage of interviews with entrepreneurs, and the action stage making products and selling products, reflection stage carrying out evaluations, follow-up stage by sharing experiences with friends. Students are given evaluation questions, namely descriptive questions that correspond to learning outcomes. In the material, several additional explanations are presented which are intended so that students can find their own activities related to critical, creative and mutual cooperation thinking.

The third stage is the development stage. The development stage which is carried out with validation by media experts and material experts to obtain suggestions and criticism from validators is very useful for module development. The input and suggestions used by researchers to improve the module are experiencing development because there are still gaps and errors made by researchers in preparing the module. Errors emerged from this module because the researcher was not careful about the project module product. At the module development stage, researchers obtain module quality based on the assessment of media experts and material experts regarding aspects of module validity in project module assessment. From this questionnaire, media experts provided assessment results for the project



module with an average score of 3.9 and a maximum average of 4 very valid criteria. Meanwhile, questionnaire material experts produced an average score of 3.9 and a maximum score of 4 with very valid criteria. The results of the project module development are presented in [Figure 1](#).

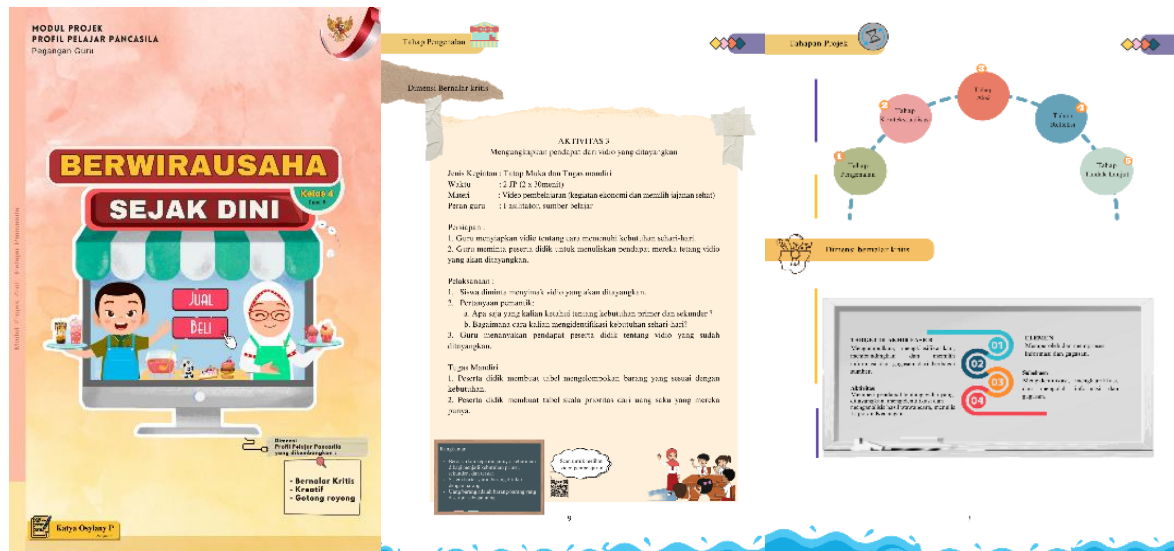


Figure 1. Project Module View

The fourth stage is the implementation stage. At this stage, the researcher analyzes the practicality of the module whose data is generated from a research process that uses student responses and learning implementation. In this study, researchers conducted limited trials and extensive trials. The results of the assessment through the limited trial student response questionnaire were obtained with an average score of 67.3 out of a maximum score of 80 or a percentage of 84%, which is classified as very practical criteria. The results of extensive testing of the student response questionnaire obtained an average score of 68.6 out of a maximum score of 80 or a percentage of 85%, which is classified as very practical criteria. This shows interest in the project module. The results of learning implementation for limited trials obtained an average score of 3.8 with very practical criteria and extensive trials obtained an average score of 3.9 with very practical criteria. This shows the feasibility of the project module.

The fifth stage is the evaluation stage which is obtained from the students' pretest and post-test assessments. This stage is to analyze the effectiveness of the project module. Researchers use limited and extensive trials to obtain data. The results of limited trials obtained an N-gain score of 0.6 in the medium category with a maximum N-gain score of  $g > 0.7$  in the high category. Meanwhile, the results of extensive trials obtained an N-gain score of 0.6, which is in the medium category with a maximum N-gain score of  $g > 0.7$  for the high category. The score obtained shows the effectiveness of the project module in the quite effective category. The Pancasila student profile project module was developed so that students can understand entrepreneurship more easily. Project activities carried out use materials related to everyday life. Educators are more helped by the project module because there is no project module with an entrepreneurship theme. Based on the aspects of validity, effectiveness and based on the practical aspects of the Pancasila student profile project module, the entrepreneurship theme for class IV that was developed is included in the category of very valid, quite effective and very practical so that it meets the eligibility criteria.

## Discussion

The results of data analysis show that the Pancasila student profile project module was developed to obtain excellent qualifications. This is caused by the following factors. First, the Pancasila student profile project module received very good qualifications because it can increase students' understanding of the Pancasila student profile. The benefit of having a module is very important because it can provide information and assistance for directed learning activities ([Andrinata et al., 2016](#); [Rhilmanidar et al., 2020](#); [Sari & Manuaba, 2021](#)). The Pancasila student profile in the learning process can build student character and is related to each learning process ([Kahfi, 2022](#); [Mery et al., 2022](#); [Rachmawati et al., 2022](#); [Sulastris et al., 2022](#)). Apart from realizing noble character through project modules that take the profile of Pancasila students, students can adapt projects to each learning process according to their needs. The indicators for the Pancasila student profile are: (1) Faithful, devoted to God Almighty, and having noble character, (2)

Global diversity, (3) Working together, (4) Independent, (5) Critical reasoning, (6) Creative (Ghozali, 2020; Gunawan & Suniasih, 2022; Istiningasih & Dharma, 2021). The existence of a Pancasila student profile in the project module can help students adapt to the problems that exist in their school environment.

Second, the Pancasila student profile project module is suitable for use in learning because it can improve students' entrepreneurial skills. Activities for the project module can be obtained in the Social Sciences subject chapter 7, material on economic activities by bringing up the theme of entrepreneurship, which will be in accordance with the existing learning objectives. Entrepreneurial activities are a problem because they have not yet appeared among students. It is proven that class IV students still do not understand much about entrepreneurship and only carry out consumption activities. Having an entrepreneurial theme in learning will foster students who reason critically, work together and are creative. There is an entrepreneurial attitude that has not yet emerged, students use their potential and creativity to produce at least one person's needs (Fathorrahman, 2018; Suwena, 2016; Yasa et al., 2017). Cultivating an entrepreneurial attitude from an early age can also encourage students to be motivated to reason critically and creatively by opening up employment opportunities for other people (Fardila et al., 2015; Handayani et al., 2020; Saputra et al., 2021).

Third, the Pancasila student profile project module is suitable for use in learning because it can increase a pleasant learning atmosphere. This project module is a learning plan that applies the concept of project-themed learning whose preparation is adjusted to the stages of student development, taking into account the chosen project theme, and also considering long-term development. The aim of the project module is to prepare a document explaining the project activity plan as a guide for educators to carry out learning in accordance with the aim of strengthening the profile of Pancasila students in certain topics (Jamaluddin & Nisa', 2019; Simamora et al., 2019). Students who find it difficult to work together can use group learning planning. When in groups, students can analyze problems themselves (Dewi & Lestari, 2020; Winatha, et al., 2018). After being able to analyze, students then look for answers to realize critical reasoning indicators. Learning activities that involve students make students active in learning (Oksa & Soenarto, 2020; Winatha, et al., 2018).

Previous findings confirm that learning modules can build students' knowledge (Musdi et al., 2019; Nisa et al., 2020; Sari & Manuaba, 2021). Other research also states that modules can help students learn actively and independently (Astalini et al., 2021; Nisa et al., 2020). The Pancasila student profile project module with the theme of entrepreneurship, if linked to students' understanding of the needs and desires of the value of goods and the priority scale, will foster an intelligent and confident attitude in economic activities to meet their own needs, which is still difficult to apply to fourth grade elementary school children. Educators should be provided with planning learning activities that are tailored to the needs of students (Darmaji et al., 2019; Rahmatunisa et al., 2022). Having a project module that suits students' needs will make it easier to understand the material even without the assistance of an educator. The implication of this research is that the existence of a project module is very important because it can provide information and assistance to direct project activities. It is hoped that the Pancasila student profile project module with the theme of entrepreneurship for class IV can be further developed with different themes so that it can suit the level of development of students and the needs of educators.

#### 4. CONCLUSION

Development of a Pancasila student profile project module with an entrepreneurship theme for class IV to obtain very good qualifications so that it can be used in learning. Apart from that, the results of data analysis also show that the effectiveness of project modules in categories is quite effective. It was concluded that the project module could be used as a reference source and media for learning and increase insight into entrepreneurship for both educators and class IV elementary school students.

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