



## Project to Strengthen the Profile of Pancasila Students to Work, Continue Studies, Entrepreneurship at SMK Negeri 1 Dendang

Mardiansyah; Putu Sudira

Yogyakarta State University, Indonesia

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### **Abstract**

The Pancasila student profile strengthening project provides an opportunity for students to "experience knowledge sharing" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. Vocational High School (SMK) is an educational unit that prepares students to be ready to work in certain fields. Guidance for students before they complete their education at school is a determining factor for students' readiness to support their career readiness. This study uses mixed methods with a sequential explanatory design, with data collection techniques using questionnaires, interviews, observations, case studies, documentation, and focused discussions. The results of this study show that students of SMK Negeri 1 Dendang have a good understanding of the career options available in making decisions about work programs. The supporting factor of this project is the high interest of level 12 students to understand and improve their self-competence before they complete their education at school. The conclusion of the implementation of this project went well and in accordance with the expected evidence, as evidenced by the readiness of students to be ready to work, continue their studies, and be entrepreneurial.

**Keywords:** *Pancasila Student Profile Strengthening Project; Secondary School; Guidance of Didik Participants*

### **Introduction**

Based on the Ministry of Education and Culture No.56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile which is compiled based on the Graduate Competency Standards. The implementation of P5 is carried out flexibly in terms of content, activities, and implementation time. P5 activities are designed separately from intracurricular. The objectives, contents, and learning activities of the project do not have to be associated with the objectives and subject matter of the intracurricular course. The education unit can involve the community and/or the world of work to design and organize P5.

P5 as one of the means of achieving the Pancasila student profile, provides opportunities for students to "experience knowledge sharing" as a process of strengthening character as well as an

opportunity to learn from the surrounding environment (Ministry of Education and Culture, Research and Technology, 2022).

In its implementation, the Ministry of Education and Culture, Research and Technology through the Pancasila Student Profile Strengthening Project Development Guidebook, stipulates that this P5 has six (6) competencies and eight (8) themes that have been formulated into key dimensions. The six dimensions are Faith, fear of God Almighty, and noble character, Global Diversity, Work Together, Have an independent attitude, Critical reasoning, and Creative. Meanwhile, the eight themes developed consist of Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Soul and Body, Voice of Democracy, Engineering and Technology, Entrepreneurship, and Employment.

Based on data from the Central Statistics Agency (BPS) with the 2021-2022 survey time, vocational schools are still one of the formal education institutions that are the largest contributors to the unemployment rate based on the highest education completed. The following are the results of a survey on open unemployment according to education that has been completed :

Table 1 Data on Open Unemployment by Education Completed

Pendidikan Tertinggi Yang Ditamatkan + Total	Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan (Orang)					
	2021			2022		
	Februari	Agustus	Tahunan	Februari	Agustus	Tahunan
SD	1 219 494	1 393 492	-	1 230 914	-	-
SLTP	1 515 089	1 604 448	-	1 460 221	-	-
SLTA Umum/SMU	2 305 093	2 472 859	-	2 251 558	-	-
SLTA Kejuruan/SMK	2 089 137	2 111 338	-	1 876 661	-	-

As a follow-up to the above problems, this article focuses on data on SMK Negeri 1 Dendang graduates in the last 3 years as initial data for activities, starting from 2021 to 2023. From this data, this article displays it into 3 sub-data sections with a focus on work, continuing studies, and entrepreneurship. The following is a display of data on graduates of SMK Negeri 1 Dendang in the last 3 years with the identification of Work (W), Continuing Studies (S), and Entrepreneurship (E):

Table 2 Data on the Condition of Graduates of SMK Negeri 1 Dendang in the Last 3 Years

Number	Expertise Competencies	2021				2022				2023			
		Career Ready			Not Ready for Career	Career Ready			Not Ready for Career	Career Ready			Not Ready for Career
		W	S	E		W	S	E		W	S	E	
1	Visual Communication Design	14	7	0	0	20	4	0	12	7	2	1	7
2	Agribusiness of Food Crops and Horticulture	13	6	1	0	13	1	2	5	15	2	0	3
3	Freshwater Fisheries Agribusiness	10	4	0	0	13	0	0	3	No Students			
	Jumlah	37	17	1	0	46	5	2	20	22	4	1	10

Based on this data, guidance or reinforcement of students before they complete their education at school is one of the determining factors for the readiness of these students in preparing for the career

orientation they will take. SMK is a formal institution that plays a big role in preparing appropriate programs to produce graduates who are ready to work, continue their studies, and become entrepreneurs.

To support the mapping of graduates from vocational schools, the Government through the Ministry of Education and Culture, Research and Technology (Kemendikbudristek), especially the Directorate of Vocational Education, created a program called Vocational Tracer Study 2022 whose implementation is regulated in the Director General of Vocational Education No. 29 of 2022. Vocational tracer study is a process of ensuring the quality of vocational education as mandated by Presidential Regulation Number 68 of 2022 concerning the Revitalization of Vocational Education and Training, and is the main tool to measure the results of vocational education work, namely the employment of vocational education graduates (Sugiyanto, Yuliati, 2023).

From the description above, it can be concluded that the purpose of publishing this article is as a guideline in preparing students who are ready and skilled in supporting the career orientation that will be pursued by graduates of SMK Negeri 1 Dendang by choosing one of the concepts of working, continuing their studies or entrepreneurship.

### Method

The research methods used for this article include several things, namely the type of research, the location of the research, the focus of the research, the type and source of data used, data collection techniques and data analysis techniques. The following is a diagram of the P5 project process at SMK Negeri 1 Dendang:

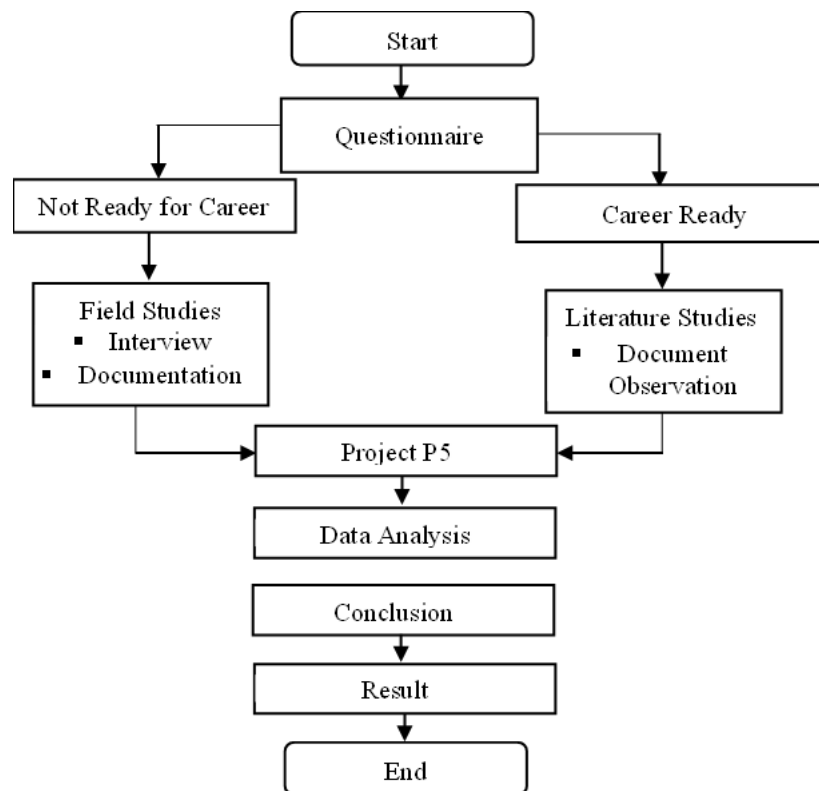


Diagram 1 Process Diagram of Project Stages P5

## **Type of Research**

In this study, a form of mixed methods research with a sequential explanatory design is used, which combines quantitative and qualitative research methods in order, where in the first stage using quantitative methods and in the second stage with qualitative methods (Sugiyono, 2013). The application of sequential explanatory design starts from the collection and analysis of quantitative data followed by the collection and analysis of qualitative data built based on the initial results of quantitative data (Creswell, 2013).

As stated by Lall (2021) that the resolution of ambiguity to research findings using quantitative or qualitative methods; can choose a mixed research method if the research process shows that the results of quantitative or qualitative data alone are not able to answer the research question. A similar view is also expressed by researchers in the field of health in the social sciences, that mixed methods can be used to produce robust data descriptions and interpretations, make quantitative results easier to understand, or understand the broader applicability of qualitative findings of small samples (Harvard Catalyst.edu., 2021; NIH Office of Behavioral and Social Sciences, 2018).

## **Location and Time of Research**

The location of this study is located at SMK Negeri 1 Dendang with a research duration of  $\pm$  45 days, adjusted to the needs of research data.

## **Types of Research Data**

In this mixed methods research, in an effort to collect information about the influence of the implementation of the Pancasila Student Profile Strengthening Project activities. Article data can be obtained through various data collection techniques. For the initial stage, a questionnaire is used as an initial assessment to find out the extent of students' perception and readiness in choosing a career orientation after they complete their education at school. Then the data was processed quantitatively so that finally the percentage of students who were in the category of career ready and not career ready was obtained. From the two data, data on students who are not yet career-ready for the interview process and case study observation are taken. Other forms of data can be obtained through images, sound recordings, and videos.

## **Data Collection Techniques**

Data collection techniques are the most strategic step in research (Sugiyono, 2005). The resource persons in this study are divided into two, namely internal resource persons which include schools as educational units, deputy principals for curriculum and teachers, and students, while the external resource persons are Industry, Business, and World of Work (IDUKA). The determination of the person who is the source of the data is carried out by purposive sampling, which is selected with certain considerations and objectives (Sugiyono, 2019: 218–219).

## **Observation**

In this study, the first step of the data collection technique is observation through questionnaires. Questionnaire or questionnaire is a data collection method that is carried out by giving a set of written statements or questions to respondents to be given a response according to user requests (Widoyoko, 2016: 33). The target of this observation is level 12 students from 3 expertise competencies.

## **Interview**

The next step in the data collection technique carried out is interviews. Interview is data collection by asking questions directly by the interviewer (data collection) to the respondent and the

answers from the respondent are recorded or recorded with a recording device (Cholid Nurbuko and Abu Achmadi, 2007). Direct interviews were conducted with curriculum representatives, P5 coordinators, teachers, and representatives of the school that became the workplace and internship place for students who graduated from SMK Negeri 1 Dendang.

### **Documentation**

According to Sugiyono (2017:240) said that documentation studies are complementary to the use of observation and interview methods in qualitative research. In implementing the documentation method, the process starts from data from the results of the questionnaire, the school's P5 project guide, and P5 project strengthening books, facilitator team modules, meeting minutes, and diary.

### **Research Survey**

The questionnaire method uses instruments that are distributed directly to grade 12 students in collecting data. At this stage, students fill out the first questionnaire, about the choices they will choose after completing their education at school which consists of 3 options, namely work, continuing studies and entrepreneurship. From the results of the questionnaire, there will be 2 (two) groups of students, namely the first group identified as the group that is not career ready and the second group which is identified as the career ready group.

### **Research Actions**

After the results of the first questionnaire are received by the school, the interview process is focused on the group of students who are not ready for career, while for the group of career ready students is focused on observing student documents. The next step is for the school to provide debriefing or reinforcement in the form of implementing P5, this activity lasts for 10 days with a total of 100 JP hours.

### **Data Presentation**

After analyzing the division of data categories, in this report the data is presented according to the categories, namely work, continuing studies, and entrepreneurship. The presentation of the data intended in the study get be interpreted as a collection of information that is compiled and gives the possibility of drawing conclusions and taking actions (Idrus, 2009). This data is compiled so that it forms a pattern or sequential steps taken in order to optimize the implementation of the P5 project in schools.

### **Drawing Conclusions**

The last step in this study is to draw conclusions and verify the data that has been presented. In mixed method research practice, data analysis is carried out with each method referring to the characteristics of quantitative and qualitative data, then the results are combined at the interpretation stage (Creswell and PlanoClark, 2018).

The initial conclusion that was first put forward is still provisional, and this initial conclusion begins when the results of the first survey are obtained, this is because after the conclusion process, the results of these findings are still verified in the field, or by looking back at the data shortening and data display and crosschecking with other findings. That way, the conclusions drawn can be used as a trigger to further deepen the observation and interview process as well as surveys and research actions.

### **Results and Discussion**

The implementation of the Pancasila Student Profile Strengthening Project (P5) is part of an effort to realize character education in schools. This implementation guide has been prepared by the

Ministry of Education and Culture, Research and Technology through the Development Guidebook for the Pancasila Student Profile Strengthening Project and the Independent Teaching Platform.

The P5 design at SMK Negeri 1 Dendang consists of seven stages, with reference to the guidebook for the development of the Pancasila student profile strengthening project published by the Ministry of Education and Culture for Research and Technology in 2023, including forming a facilitator team, identifying the stages of readiness of educational units, determining dimensions and themes, designing time allocations, compiling modules, determining learning objectives, and developing topics, activity flows, and assessments of the Pancasila student profile strengthening project. The following is the P5 design matrix at SMK Negeri 1 Dendang:

Table 3 P5 Design Matrix at SMK Negeri 1 Dendang

Number	Activities	Purpose	Indicators Success	Activity Description
1.	Formation of the P5 facilitator team.	1. Formation of the P5 Facilitator Team. 2. Plan, implement, and evaluate P5 activities in schools. 3. Preparing facilitators related to their respective tasks.	1. The number of educators who are members of the P5 facilitator team can be known for sure. 2. The number of participants, with their areas of competence can be mapped. 3. Facilitators can understand what will be done according to their respective tasks.	1. This team is formed and managed by the head of the education unit and the profile project coordinator. 2. The number of profile project facilitator teams can be adjusted to the conditions and needs of the educational unit. 3. The number of P5 teams at SMK Negeri 1 Dendang is 15 people with a total of 225 students from all levels, while the students who are the object of this article are level 12 students from 3 expertise competencies.
2.	Identifying the stages of readiness of educational units in carrying out P5.	To identify the P5 stages that will be used at SMK Negeri 1 Dendang.	The determination of the P5 stage is in a developing position.	There are 3 stages, namely the initial stage, developing and advanced. For SMK Negeri 1 Dendang itself, it was identified that more than 50% of teachers have carried out project-based learning, so it is stated that it is in the developing stage (Ministry of Education and Culture, Research and Technology, 2022).
3	Determining the dimensions and theme of P5.	The selection of 1 themes to be developed and implemented.	Participants and facilitators understand the theme of employment.	The theme that will be held in the 2023/2024 school year has 1 theme, namely work.
4	Designing P5 time allocation.	Availability of schedule and time allocation for the implementation of	Students know the schedule and time allocation for the implementation of	for vocational schools at level 10, time allocation is 288 JP, level 11 is available 144 JP, and level 12 itself is allocated time

		P5.	P5 at each level.	of 100 JP.
5	Preparing the P5 teaching module.	The availability of P5 modules with the theme of work, in schools.	The facilitator team has a module as a guideline for the implementation of P5 in schools.	At this stage, the school facilitator team compiles a P5 module consisting of profiles, objectives, activities and assessments.
6	Determining learning objectives.	Understand the learning objectives of P5 activities at school.	Knowing the goals and targets of the implementation of P5.	Dalam menentukan tujuan dengan tetap memperhatikan dimensi dan sub elemen yang ingin dicapai. In determining the goals while still paying attention to the dimensions and sub-elements to be achieved.
7	Develop topics, activity flows, and assessments from P5 activities.	Developing topics, activity flows, and assessments in the form of documents to be implemented in schools.	Students know and understand the topics, activity flows, and assessments of P5 activities.	The development stage includes the development of topics from the theme of work with a focus on preparing students to be ready to enter the world of work.

The following is a plan for allocating time for P5 activities at SMK Negeri 1 Dendang.

Table 4 Introduction Stages

Number	Activities	Purpose	Indicators Success	Activity Description
1.	Recognize the potential of students, based on their competencies.	Independent (Understanding oneself and the situation faced / Recognizing one's qualities and interests and challenges faced).	5 Meeting Hours	Principal
2.	Introduction to 3 career choice concepts, namely work, continuing studies and entrepreneurship.	Faith, Fear of God Almighty, and Noble Character (Personal Morality / Taking Care of Yourself, Physically, Mentally and Spiritually).	5 Meeting Hours	Deputy Principal for Curriculum and Counseling Guidance Teacher
3.	Making a career plan (Mind Mapping) for students, at this stage students fill out a survey whether they choose to work, continue their studies or become entrepreneurs after graduating from school.	Critical Reasoning (Reflection of thoughts and thought processes/ Reflecting and evaluating one's own thoughts).	11 Meeting Hours	P5 Coordinator and Counseling Guidance Teacher

Table 5 Contextual Stages

Number	Activities	Purpose	Indicators Success	Activity Description
4.	Smart Talk Show: Inviting guest teachers from the Manpower Office and practitioners from IDUKA who are in accordance with the competencies of expertise in schools.	Critical Reasoning (Obtaining and processing information and ideas/ Identifying, clarifying, and processing information and ideas).	5 Meeting Hours	Instructor / Guest Teacher
5.	Create a resume from a smart talk show.	Critical Reasoning (reflection of thought and thinking process/ reflection and evaluation his own thoughts).	6 Meeting Hours	Instructor / Guest Teacher
6.	Make a list of interviews for the world Industry and community business.	Critical reasoning (Analyzing and evaluating reasoning and its procedures).	5 Meeting Hours	P5 Coordinator

Table 6 Stages of Action

Number	Activities	Purpose	Indicators Success	Activity Description
7.	Interviews with the business world of the community around the school environment.	Critical Reasoning (Obtaining and processing information and ideas/ Identifying, clarifying, and processing information and ideas).	11 Meeting Hours	Class Coordinator
8.	Interviews with the Business World, the Industrial World and the World of Work.	Critical Reasoning (Obtaining and processing information and ideas/ Identifying, clarifying, and processing information and ideas).	10 Meeting Hours	Class Coordinator
9.	Making a video of the interview process in The Business World, the Industrial World and the World of Work.	Creative (Producing original works and actions).	16 Meeting Hours	Class Coordinator
10.	Social media publications.	Creative (Producing original works and actions).	6 Meeting Hours	Class Coordinator



Table 7 Reflection and Follow-up Stages

Number	Activities	Purpose	Indicators Success	Activity Description
11.	Presentation of the results of the visit and video questioning of interview activities.	Creative (Have flexibility to think in finding alternative solutions to problems).	10 Meeting Hours	Deputy Principal for Curriculum and Counseling Guidance Teacher
12.	Conclusion of the P5 project activities.	Creative (Have flexibility to think in finding alternative solutions to problems).	5 Meeting Hours	P5 Coordinator
13.	Final evaluation of students and/or group work.	Creative (Have flexibility to think in finding alternative solutions to problems).	5 Meeting Hours	Principal

After all stages of P5 activities were completed, detailed data was obtained that described the condition of SMK Negeri 1 Dendang students. Data before and after participating in P5 activities are displayed in the form of diagrams, which are as follows:

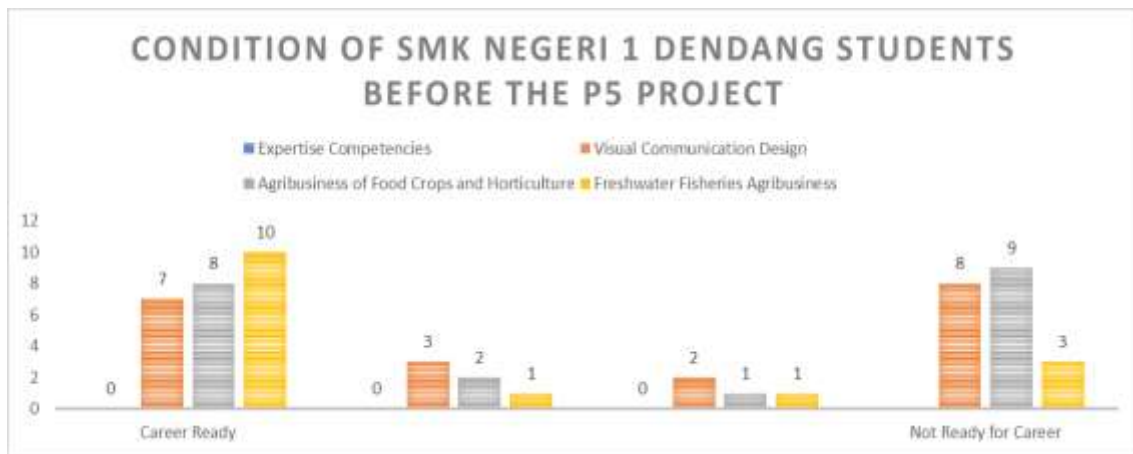


Diagram 2 Diagram Before P5 Activity

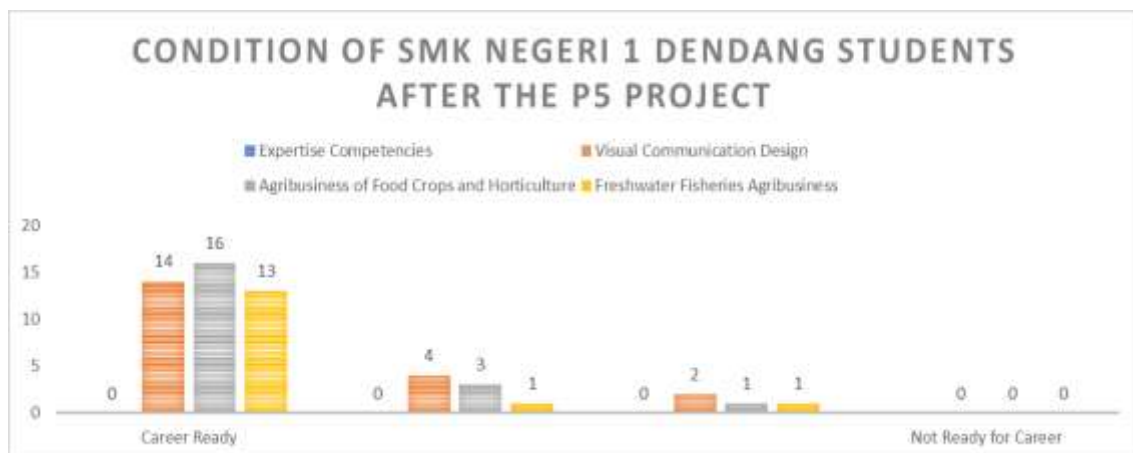


Diagram 3 Diagram After P5 Activity

## Conclusion

The conclusion of this study is as follows: (1) Students of SMK Negeri 1 Dendang at the beginning of the P5 project activities do not have a clear understanding of what career choices they choose after completing their education at school, but after they finish participating in the P5 project activities, then they already have a good choice to choose to work, continue their studies, and entrepreneurship. (2) Most students of SMK Negeri 1 Dendang do not know about the competencies needed if they choose one of the options of working, continuing their studies, and entrepreneurship, so that once they get the mentoring program from the P5 project, they understand what competencies must be improved which include soft skills and hard skills. (3) After carrying out the P5 project activities, the school has prepared creative ways in the form of an annual program to prepare for the career orientation of students after they complete their education at SMK Negeri 1 Dendang.

Based on this conclusion, in general, grade 12 students of SMK Negeri 1 Dendang for the 2023/2024 school year are ready for career orientation to work, continue their studies, and become entrepreneurs after completing their education at school.

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