

# IMPLEMENTATION OF P5 WITH THE THEME OF ENTREPRENEURSHIP at MTsN 2 TANAH LAUT

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## Abstract

This study examines the implementation of the Strengthening Profile of Pancasila Students (P5) Program at MTsN 2 Tanah Laut in the context of the Merdeka Curriculum. The purpose of the research is to understand the implementation of P5 with the theme of entrepreneurship, focusing on the production of sasirangan fabric and the organization of a culinary bazaar. The research method uses a qualitative approach with a case study, including observations, in-depth interviews, focus group discussions, and documentation studies. The study aims to analyze the implementation process, obstacles, and solutions in executing P5. The results indicate that MTsN 2 Tanah Laut has successfully implemented P5 by integrating the theme of entrepreneurship through activities such as sasirangan fabric production and the bazaar. These activities aim to develop students' character in accordance with the values of Pancasila, including independence, cooperation, critical thinking, and creativity. The obstacles faced include scheduling issues, limited accompanying staff, and logistical challenges. However, the school has successfully overcome these obstacles through collaboration with teachers, school community members, and students' parents. The study concludes that the implementation of P5 at MTsN 2 Tanah Laut has been successfully carried out, providing meaningful learning experiences for students in developing entrepreneurial skills and the character of Pancasila students.

**Keywords:** P5, Merdeka Curriculum, entrepreneurship.

## 1. Introduction

The enactment of the tentang Pedoman Implementasi Kurikulum Raudhatul Athfal, Keputusan Menteri Agama Nomor 183 Tahun 2019 tentang Kurikulum Pendidikan Agama Islam dan Bahasa Arab pada Madrasah, dan Keputusan Menteri Agama Nomor 184 Tahun 2019. concerning the Guidelines for Curriculum Implementation in Madrasahs provides space for madrasahs to create and innovate in educational management and learning.

In line with this, the Ministry of Education, Culture, Research, and Technology has launched the Merdeka Curriculum, which will be implemented starting from the 2022/2023 school year. The concept of the Merdeka Curriculum includes curriculum simplification, allowing for creativity and flexibility in educational units in managing learning.

The government, through the Ministry of Education, Culture, Research, and Technology, establishes the Merdeka Curriculum as an effort to recover learning in early childhood education units, as well as in

primary and secondary education, effective from 2022. To support this policy, the Ministry of Religious Affairs established the Minister of Religious Affairs Decision Number 347 of 2022 regarding the Guidelines for the Implementation of the Merdeka Curriculum in Madrasahs.

The Merdeka Curriculum presents a transformative innovation in the Indonesian education system designed to prepare students to face the challenges of the 21st century. This curriculum emphasizes a more flexible, contextual, and student-centered learning approach, focusing on the development of competencies and character (Rahayu, 2022). In its implementation, the Merdeka Curriculum provides broader space for educational units to develop learning programs that meet local needs and potentials while still adhering to national education standards.

The curriculum structure for MTs consists of two phases: Phase D and E. Phase D is for grades VII and VIII, while Phase E is for grade IX. Madrasahs can organize intr curricular learning content and project-based learning in an integrated or simultaneous manner. In this regard, madrasahs can use or choose subject or thematic approaches freely according to students' learning needs. The learning forms can be collaboratively conducted across multiple subjects to support one theme, which is managed through project-based learning, thereby achieving intr curricular objectives alongside strengthening the character of Pancasila students.

At MTsN 2 Tanah Laut, the implementation of the Merdeka Curriculum has brought significant changes in the learning approach. These changes occur not only in methodological aspects but also in the learning paradigm that prioritizes student activity as the subject of learning (Shalehah, N. A., 2023). Educators play the role of facilitators encouraging students to develop their critical thinking, creativity, and independence in the learning process. This transformation aligns with the national education vision to cultivate an excellent generation with global competencies while remaining rooted in local wisdom values.

One important aspect of the implementation of the Merdeka Curriculum is the Strengthening Profile of Pancasila Students (P5) Program. This program is designed to strengthen the character of students in accordance with the values of Pancasila through integrated and contextual learning activities. P5 not only focuses on the development of cognitive aspects but also emphasizes character formation, the development of social skills, and the reinforcement of national values.

At MTsN 2 Tanah Laut, the implementation of P5 takes on the theme of entrepreneurship, focusing on the development of regional products in the form of sasirangan fabric and the organization of a culinary bazaar. The selection of this theme is based on several strategic considerations: firstly, to preserve and develop local cultural potential through the production of sasirangan fabric; secondly, to cultivate the entrepreneurial spirit of students through direct business practice; and thirdly, to integrate the values of Pancasila into practical economic activities (Asiati, S., & Hasanah, U., 2022).

Sasirangan fabric, as a cultural product unique to South Kalimantan, serves as an ideal medium for integrating various aspects of learning. Through the process of creating sasirangan fabric, students not only learn about traditional textile production techniques but also delve into cultural values, economic principles, and business management skills. This activity also encourages the development of students' creativity and innovation in producing contemporary motifs and designs while maintaining traditional essence.

The implementation of the culinary bazaar as part of the P5 program provides practical experience for students in managing a business. Through this activity, students learn about business planning, financial management, marketing, and customer service directly. Involvement in this real economic activity shapes a concrete understanding of entrepreneurial principles and promotes the development of essential soft skills for future success.

The P5 program at MTsN 2 Tanah Laut also emphasizes the development of collaborative and mutual assistance character. In the process of producing sasirangan fabric and organizing the bazaar, students work in groups, requiring them to develop communication, leadership, and teamwork skills. This project-based learning approach allows students to experience challenges and dynamics in the business world while fostering character development aligned with Pancasila values (Intan Maharani, A., & Arinda Putri, P., 2023).

The implementation of P5 with the theme of entrepreneurship at MTsN 2 Tanah Laut also aligns with government efforts to develop a creative economy based on local culture. This program not only

contributes to the development of students' competencies but also supports the preservation of cultural heritage and the economic empowerment of local communities. Through the production of sasirangan fabric and bazaar activities, students learn to appreciate and develop local economic potential while building an understanding of the importance of cultural and economic sustainability.

In a broader context, the P5 program at MTsN 2 Tanah Laut represents an integrative learning model that combines academic competence development, practical skills, and character formation. This approach aligns with the demands of 21st-century education, which emphasizes the development of complex skills and adaptive abilities (Rachmawati, 2022). Through culture-based entrepreneurial activities, students are prepared to face global challenges while maintaining their cultural identity.

The significance of this study lies in its contribution to examining the effectiveness of P5 implementation in the context of education based on local wisdom. This study not only provides an understanding of best practices in carrying out the Merdeka Curriculum but also highlights the important role of integrating local cultural values in developing student competencies (Zulfikar, M., & Nisa, A. F., 2023). The findings of this research are expected to serve as a reference for the development of similar programs in other educational institutions, particularly in the context of culture-based entrepreneurship development.

## **2. Research Methods**

The method chosen and applied in this study is a qualitative method using a case study research methodology. The aim of qualitative research methods is to understand and characterize the P5 project related to the theme of entrepreneurship at MTsN 2 Tanah Laut clearly and comprehensively. The use of a case study methodology is employed to understand phenomena within specific and factual contexts (Moleong, L., 2017).

As part of this methodology, the researcher will conduct observations, interviews, focus group discussions with teachers and students, as well as documentary studies. Observations of the P5 implementation process will be conducted thoroughly, with observations taking place after the activities have occurred. To gather information from teachers and students about their experiences with the P5 project, in-depth interviews will be conducted. The data will then be analyzed using qualitative data analysis techniques. Documentary studies will be conducted by collecting and analyzing relevant documents, including learning modules, teacher reference books, and student performance evaluations.

## **3. Research Findings and Discussion**

The Strengthening Profile of Pancasila Students (P5) project, as one of the implementations of the Merdeka Curriculum, is designed to create Pancasila Students who possess characteristics in line with Pancasila values, which include faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Intan Maharani & Arinda Putri, 2023).

The implementation of the P5 program has unique characteristics because it is not integrated with the learning of each subject; rather, each subject has a specific segment where students are given the opportunity to develop their skills and knowledge. This includes learning independence that can be gained by learning from peers, teachers, and even local community figures when addressing current issues arising in their surroundings. It can be said that the P5 activities serve as a diverse learning implementation since, during P5, students have the opportunity to explore their interests and talents.

From interviews with the head of the madrasah and one of the teachers at MTsN 2 Tanah Laut, the curriculum used in MTsN 2 Tanah Laut for the 2023/2024 academic year is in accordance with the Minister of Religious Affairs Decision Number 347 of 2022 concerning the Guidelines for the Implementation of the Merdeka Curriculum in Madrasahs. The Strengthening Profile of Pancasila Students project, commonly referred to as P5, is implemented in classes at MTsN 2 Tanah Laut. The implementation of P5 for the Merdeka Curriculum should be conducted at the end of each semester. Therefore, in one academic year, the Merdeka Curriculum should entail organizing P5 activities twice.

MTsN 2 Tanah Laut combines the theme of entrepreneurship. In the odd semester, the focus is on the

production of sasirangan fabric, while in the even semester, a bazaar is held. Students from each class strive to create various projects and presentations according to the chosen theme. During the production of sasirangan fabric, the researcher interviewed the P5 coordinator, who stated that the creation of sasirangan fabric corresponds with the imagination and creativity of the students, but is still directed in accordance with their abilities (Istri Sakti, 2025). In general, during the bazaar, students create various traditional foods and souvenirs, which not only are displayed but also available for purchase by visitors. Overall, the implementation of P5 at MTsN 2 Tanah Laut has been successful, although there are still some areas that need improvement.

The theme of the Strengthening Profile of Pancasila Students project is based on the Project Development Guidelines issued by the Standards, Curriculum, and Assessment Agency of the Ministry of Research, Technology, and Higher Education, which include Sustainable Lifestyle, Unity in Diversity, Building the Spirit, Voice of Democracy, Engineering and Technology, Entrepreneurship, and Employment. MTsN 2 Tanah Laut chose the theme "Entrepreneurship" based on a theme determination meeting involving the head of the madrasah, the deputy principal, and all teachers. After analyzing the school with various considerations, the theme of "Entrepreneurship" was selected (Yuliastuti, Ansori, & Fathurrahman, n.d.).

MTsN 2 Tanah Laut selected the theme of "entrepreneurship" based on the economic activities of the community surrounding the school, which are dominated by various types of businesses. Therefore, the school hopes that by applying P5 with the theme of entrepreneurship, it can cultivate an entrepreneurial spirit

### **3.1 Planning and Implementation of the Strengthening Profile of Pancasila Students (P5) Project**

The planning of P5 activities in the odd semester begins from September to November, during which all homeroom teachers act as facilitators, informing all classes to prepare for the sasirangan fabric-making activities to be held in November. The bazaar for the even semester is planned for January, and its implementation coincides with the anniversary of MTsN 2 Tanah Laut in the last week of February. Each class strives to present the best. The displayed works are created by students under the guidance of the P5 facilitator (Wali Kelas).

Project-based intr curricular learning aims to achieve Capaian Belajar (CP), while the project aimed at enhancing students' Pancasila profile is intended to achieve competency profiles related to Pancasila. The organization of projects dedicated to improving students' Pancasila profile creates a new atmosphere in current Indonesian education, as the separate time allocation allows teachers to be more creative in planning projects based on the dimensions and attributes of the students (Rachmawati, Marini, Nafiah, & Nurasih, 2022).

Homeroom teachers act as facilitators, encouraging students to participate actively according to their preferences, enhancing motivation to engage in direct or personalized learning, create, collaborate, and express themselves, thereby generating ideas and impacts on themselves and their environment. Additionally, this contributes to advancing Indonesia's character, independence, and sovereignty. Efforts to increase the popularity of Pancasila students successfully inspire an entrepreneurial mindset and improve students' abilities (Aulia, Hadiyanto, & Rusdinal, 2023).

For the assessment of P5 activities, the madrasah forms a team consisting of several teachers in addition to the facilitator. The assessment focuses more on students' mutual cooperation, collaboration, and activeness within groups. There are categories in this assessment: not developed, developing as expected, and highly developed. Meanwhile, the process of collecting project components involves many stakeholders and considers the environmental conditions or the local community.

The researcher conducted interviews with one of the facilitators and also performed observations and documentation. The process of creating sasirangan fabric goes through several stages:

- a. **Pattern Making:** The initial stage begins with creating a pattern using thick paper. This pattern serves as the main reference in the process of making sasirangan fabric.
- b. **Transferring the Pattern to Fabric:** Once the pattern is completed, the design is transferred and drawn onto the surface of the fabric. The pattern paper is placed and neatly secured onto the fabric.

- c. The Stitching Process: Next, the stitching process is carried out, which involves making fine stitches on certain parts according to the desired pattern design.
- d. Dyeing (Coloring): The fabric that has been patterned and stitched is then dipped into the dyeing process. This technique is called dyeing, where the fabric will acquire the planned colors.
- e. Removing the Basting Stitch: After the dyeing process is completed, the fine stitches (basting) that were previously made are removed.
- f. Drying: The final stage involves drying the completed sasirangan fabric, ensuring the colors and motifs are perfect.

This process requires patience, skills, and high creativity from the makers of sasirangan fabric.

The implementation of P5 provides students with the opportunity to learn in a formal, structured, and interactive environment, all aimed at enhancing various abilities and skills of the students. This is because students directly participate in their surrounding environment (Asiati & Hasanah, 2022).

The P5 activities leave little room for teachers to develop their students, as students may not achieve the expected accomplishments outlined in the Profile of Pancasila Students adopted by the Ministry of Education and Culture (Kemendikbud) related to the Profile of Pancasila Students in the Minister of Education and Culture's Decision (Kemendikbud, 2020) regarding the Strategic Plan (Renstra) of the Ministry of Education and Culture for the Profile of Pancasila Students within the Vision of the Ministry of Education and Culture for the years 2020-2024. This includes understanding the importance of Pancasila values, which encompass six main characteristics, namely having faith and devotion to God Almighty and behaving with noble morals, embracing global diversity, possessing a spirit of mutual cooperation, being independent, having critical thinking skills, and exhibiting high creativity.

### **3.2 Obstacles and Solutions Faced in the Implementation of P5 with the Theme of Entrepreneurship at MTsN 2 Tanah Laut**

The obstacles that occurred before the implementation included the timing of the P5 activities, which disrupted the teaching and learning process, leading to the decision to carry out the activities at the end of the odd semester and during the anniversary of MTsN 2 Tanah Laut. The P5 activities at MTsN 2 Tanah Laut, with more than 800 students, faced a shortage of accompanying personnel, as one homeroom teacher (facilitator) had to supervise 30 to 32 students. Therefore, it was necessary to involve other teachers, the school community, and the parents of the students.

In terms of finances, there were no obstacles in the production of sasirangan fabric, as everything was supported by the school and the committee. However, the bazaar presented some challenges because it was necessary to rent several items such as tents for the stands, stand decorations, and video shooting services for documentation purposes. This required communication with all parents so that they could provide support both morally and materially. The location of the activities, conducted in the schoolyard, also became a constraint as it was used for both stands and a performance stage. This location was considered too small if many members of the community wanted to visit and witness the P5 activities at the school

## **4. Conclusion**

The conclusion of this study is that the implementation of P5 has been successfully carried out at MTsN 2 Tanah Laut, although it is still relatively new in the application of the Merdeka Curriculum. In addition to this implementation providing a new atmosphere for both students and teachers, there is also a separate allocation of time for the project. Thus, the projects conducted do not hinder the teaching and learning process, and vice versa. However, it should be noted that no matter how good a curriculum is, it will not function effectively without the cooperation of various parties in its implementation. Therefore, this P5 program can provide significant benefits primarily for the students

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Figure 1. Pattern Making



Figure 2. Transferring the Pattern to Fabric



Figure 3. Dyeing (Coloring)



Figure 4. Drying



Figure 5



Figure 6



Figure 7 the process of making a cake



Figure 8 the process of making a cake



Figure 9 the process of making a cake



Figure 10 Bazar



Figure 11 Bazar



Figure 12 Bazar