

Qualitative Study on the Implementation of the Pancasila Student Profile Strengthening Project through the Kebolingko Project in Forming the Sciencepreneur Spirit at State Elementary School 3 Gandatapa

Dian Maharani¹, Ine Kusuma Aryani²

¹SD Negeri 3 Gandatapa, Sumbang, Banyumas

²Universitas Muhammadiyah Purwokerto

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ABSTRACT

This study aims to understand the implementation of the Pancasila Student Profile Strengthening Project (P5) through Kebolingko activities in forming the spirit of a sciencepreneur in students of SD Negeri 3 Gandatapa. A qualitative approach with a case study method was used to explore the process of implementing the project that utilizes school land for growing vegetables of economic value. Data were collected through observation, in-depth interviews, and documentation, then analyzed qualitatively with triangulation techniques. The results of the study showed that the Kebolingko project succeeded in increasing active student participation, fostering an attitude of environmental concern, collaboration, creativity, and independence. In addition, students were able to apply science concepts contextually and develop science-based entrepreneurial skills. This project is in line with the objectives of P5 in forming the character of students who are faithful, independent, creative, and cooperative. The implications of the study emphasize the importance of developing contextual project-based learning to strengthen the profile of Pancasila students and prepare the younger generation to become innovative and environmentally conscious sciencepreneurs.

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Corresponding Author:

Dian Maharani

SD Negeri 3 Gandatapa, Sumbang, Banyumas

Email: dianmaharani171.2023@gmail.com

1. INTRODUCTION

Science is a representation of a dynamic relationship that includes three main things, namely: "body of scientific knowledge, the values of science, and the methods and processes of science"¹. The purpose of science lessons is for students to be able to interact and utilize the environment wisely. The skills obtained from science lessons are expected to be able to reveal natural phenomena in everyday life². In the context of science learning today, it is known as the term sciencepreneur, namely science-based entrepreneurial education, namely a concept

¹ Leslie W Trowbridge, *Becoming a Secondary School Science Teacher*, 1986.

² I Gd Margunayasa Widiawati., Ni Putu, Ketut Pudjawan, "Analisis Pemahaman Konsep Dalam Pelajaran Ipa Pada Siswa Kelas Iv Sd," *E-Journal PGSD Universitas Pendidikan Ganesha Jurusan PGSD 3* (2015): 1.

where science lessons not only train skills, but also build students' critical thinking to find solutions to problems in everyday life that exist in the surrounding environment through the process of science³.

In general, sciencepreneur can be interpreted as the ability or spirit of entrepreneurship based on science and science skills, where sciencepreneurs use a scientific approach to produce innovative products or services that have economic value and are beneficial to society. In the Independent Curriculum, the Pancasila Student Profile Strengthening Project (P5) is a character framework designed to shape students to have global competencies based on Pancasila values⁴. This profile consists of six dimensions, namely faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. These dimensions are integrated into learning activities and projects that are strategically designed to develop students' character and competencies that are in line with the noble values of Pancasila⁵.

The main objective of the P5 activity is to strengthen the character of the Pancasila Student Profile in students through project activities. The dimensions that have been determined by the school to be realized must be visible in the students even though they are not significant⁶. There are 6 themes that can be selected in the P5 project at the elementary school level. After conducting a school analysis with various considerations, the theme "Entrepreneurship" was finally obtained as the theme applied in SD Negeri 3 Gandatapa. The Entrepreneurship theme is expected to be able to improve the entrepreneurial spirit, independence, and cooperation between students.

Entrepreneurship is the process of identifying, developing, and bringing a vision into life in the form of ideas, innovations, opportunities, in running something in a better way⁷. Entrepreneurial activities through collaboration with other subjects will form a critical thinking process and creative thinking to see everything from various scientific perspectives⁸. One of the efforts in developing the entrepreneurial dimension is by implementing sciencepreneurship activities through the Pancasila Student Profile Strengthening Project with the Kebolingko activity, namely the School Environmental Collaboration Garden.

Kebolingko is a project activity to strengthen the profile of Pancasila students where this activity is to utilize empty land around the school to be planted with vegetables that have economic value to train entrepreneurial attitudes. Kebolingko is also an activity to implement science subjects by carrying out activities that are more meaningful and have a direct impact on students.

2. RESEARCH METHODS

This study uses a qualitative approach with a case study research type where researchers explore a particular phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect detailed and in-depth information using various data collection procedures during a certain period⁹. The type of case study research was chosen because this study aims to understand in depth the implementation process of the Pancasila Student Profile Strengthening Project (P5) through Kebolingko activities in forming the spirit of student sciencepreneurs at SD Negeri 3 Gandatapa as conveyed by Mudjia Rahardjo that a case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, both at the individual level, a group of people, institutions, or organizations to gain in-depth knowledge about the event.

In general, the target of case study research is something that is actual (Real-Life) and unique¹⁰. In this case study research, researchers explore data through direct observation, in-depth interviews, and documentation studies, then analyze the data qualitatively using triangulation data analysis techniques, namely a multi-method approach carried out by researchers when conducting research, collecting and analyzing data¹¹. The main focus

³ Ani Puji Lestari and Ristiana Dyah Purwandari, "Application of Sainspreneur to Grow Independence and Entrepreneurial Spirit of Elementary School Students" 19 (2024), <https://doi.org/10.30595/pssh.v19i.1361>.

⁴ Kemendikbudristek, "Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka," *Kemendikbudristek*, 2022, 1–37.

⁵ Zulfah Alifah Ashab, Deri Hendriawan, and Esya Anesty Mashudi, "Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5) Bagi Anak Usia Dini Dalam Pembelajaran Kokurikuler," *Murhum: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2024): 990–1003, <https://doi.org/10.37985/murhum.v5i1.530>.

⁶ Sukma Ulandari and Desinta Dwi Rapita, "Implementasi Proyek Penguatan Profil Pelajar Pancasila Sebagai Upaya Menguatkan Karakter Peserta Didik," *Jurnal Moral Kemasyarakatan* 8, no. 2 (2023): 116–32, <https://doi.org/10.21067/jmk.v8i2.8309>.

⁷ N Ninawati et al., "Pemahaman Mendalam Tentang Kewirausahaan: Manfaat Yang Diperoleh, Fungsi Yang Dimainkan, Dan Peran Dalam Perubahan Sosial Dan Ekonomi," *Jurnal Nuansa: Publikasi* ..., no. 2 (2024), <https://journal.arimbi.or.id/index.php/Nuansa/article/view/920%0Ahttps://journal.arimbi.or.id/index.php/Nuansa/article/download/920/931>.

⁸ Syahril Ayub et al., "Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Sebagai Upaya Menumbuhkan Jiwa Kewirausahaan," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1b (2023): 1001–6, <https://doi.org/10.29303/jipp.v8i1b.1373>.

⁹ Dimas Assyakurrohim et al., "Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains Dan Komputer* 3, no. 01 (2022): 1–9, <https://doi.org/10.47709/jpsk.v3i01.1951>.

¹⁰ Muhammad Wahyu Ilhami et al., "Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 9 (2024): 462–69.

¹¹ M Win Afgani Wiyanda Vera Nurfajriani, Muhammad Whyu Ilham, Arivan Mahendra, Rusdy Abdullah Sirodj, "Triangulasi Data Dalam Analisis Data Kualitatif Wiyanda" 10, no. September (2024): 1–23.

of this study is to reveal how project-based activities can encourage the development of character and science-based entrepreneurial skills in elementary school students.

3. RESULTS AND DISCUSSIONS

The implementation of this research took place during the implementation of the Pancasila Student Profile Strengthening Project on the Theme of Entrepreneurship with the Kebolingko Project at SD Negeri 3 Gandatapa. Based on the results of observations during the implementation of the project, most students showed active participation in all stages of the project. Children seemed enthusiastic in planting, watering, and caring for plants. They worked together in groups, sharing tasks such as digging the soil, planting seeds, and cleaning weeds. In this process, students' collaboration skills and sense of responsibility were seen to increase. An attitude of caring for the environment also began to form, reflected in the habits of students in maintaining the cleanliness of the garden area and paying attention to plant health.

The results of the observation did show some differences between classes 1,2,3,4,5 and 6 where classes 1 and 2 tended to still not be optimal in terms of independence in carrying out each stage of the project, this was because students in classes 1 and 2 did not really understand the meaning of responsibility and they did not understand how to carry out several stages in the process even though from the beginning it had been explained by their class teacher. This certainly requires special assistance from the homeroom teacher and accompanying teacher. Different results were obtained in grades 4, 5 and 6 where children were able to carry out responsibilities independently according to the tasks received in each group. The homeroom teacher only played a role as a project facilitator and accompanied the children during the project.

Interviews were conducted one by one with student representatives from grades 1 to 6 so that students could express their feelings sincerely and not be influenced by other people's opinions. Interviews were conducted casually in a comfortable place so that the data and answers provided by students could be more valid. Most of the students expressed that they were happy to be able to learn outside the classroom through real activities in groups. Several students expressed pride in having successfully harvested their own garden produce. The interview stage was also with each class teacher 1 by 1 so as not to be influenced by the answers given by other teachers. The results of interviews with teachers showed that this activity helped students understand the concept of science, especially material about living things, namely plant growth.

Teachers also observed changes in students' attitudes who became more independent, patient, and creative in designing simple ideas to develop garden produce, such as making organic fertilizer from plant waste. A sense of concern for the environment also emerged with an enthusiastic attitude in maintaining and caring for plants, students diligently always watered, pulled out weeds and routinely gave fertilizer so that the plants in their respective fields could grow well and produce quality vegetables. In addition to students and teachers, interviews were also conducted with the school committee. The selection of the school committee as one of the sources in the interview because the school committee is a partner or work partner of the school to develop the school in order to achieve educational goals¹².

The involvement of the school committee in the school program is expected to make the program a success and provide reflection and evaluation so that the program runs as expected. The results of the interview with the committee showed that the school committee was very enthusiastic about the project being implemented because it could utilize the land available at the school and teach students to recognize and learn about vegetable farming where most of the parents also work as vegetable farmers. The results of the documentation in the form of photos of activities, videos, student reflection notes, and project reports support the findings from the results of observations and interviews.

Photos and documentation are always carried out at every stage carried out so that complete documentation is collected to support the results of observations and interviews that have been carried out. The results of the reflection notes made by students contain many expressions of gratitude, awareness of the importance of protecting the environment, interest in utilizing land and simple ideas for processing garden produce into products of economic value. From the results of observations, interviews supported by the results of documentation show that the implementation of the Kebolingko project is in line with the objectives of the Pancasila Student Profile Strengthening Project. Through this project, students experience meaningful learning, contextually based, and encourage character formation.

Creative, independent, collaborative, and critical thinking aspects develop naturally during the project process. Gardening activities also provide space for students to apply scientific principles directly in everyday life around their environment and build simple entrepreneurial skills by utilizing empty land around the school in accordance with the concept of sciencepreneur. The results of this study strengthen the theory put forward by

¹² Dyah Nur Septiana, Ibrahim Bafadal, and Desi Eri Kusumaningrum, "Pelibatan Komite Sekolah Dalam Peningkatan Mutu Pendidikan," *Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 3 (2018): 293–301, <https://doi.org/10.17977/um027v1i32018p293>.

Cholifah (2022) that science entrepreneurs encourage students to develop critical, creative, and solution-oriented thinking skills towards environmental problems through a scientific approach¹³. The Kebolingko Project has provided students with real experience in applying science concepts to create products of economic value, while also forming an attitude of caring for the environment.

4. CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project through Kebolingko activities at SD Negeri 3 Gandatapa was able to increase students' awareness of the importance of protecting the environment. In addition, this project also succeeded in fostering a science-based entrepreneurial spirit (sainspreneur) in students since early childhood. Students showed positive changes in their attitudes of caring for the environment, collaboration, creativity, and independence. They were not only meticulous in gardening activities, but were also able to process garden produce into simple products that had added economic value.

The implication of this study is that project-based activities such as Kebolingko are very effective in developing the Pancasila student profile. Therefore, it is important for teachers and schools to continue to develop contextual project-based learning models that are integrated with real life. Strengthening the values of sciencepreneurship is also a strategic step to prepare the younger generation to face future challenges and form an attitude of caring for the environment, having competitiveness, creativity and having an entrepreneurial spirit.

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¹³ Wita Cholifah, "Penerapan Sainspreneur Berorientasi Steam Melalui Teknik Urban Farming Untuk Membangun Kemandirian Dan Kreativitas Peserta Didik Di SD Muhammadiyah Kecamatan Banjarnegara" (2022).

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