

Market Day as A Project to Strengthen the Profile of Pancasila Students

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Abstract

The formation of a Pancasila student profile in students is a form of necessity for a teacher, this is because the Pancasila student profile is a reflection of the success of the education process in Indonesia. The project to strengthen the Pancasila student profile is one of the steps taken in realizing the Pancasila student profile. Entrepreneurship is one of the general themes that can be used as a theme that can be studied by students. The real action in the project with the theme of entrepreneurship is through market day activities. This research was conducted at the international green school Sumedang. The results showed that the market day activities that are usually carried out in schools provide an inculcation of an entrepreneurial attitude to students. This can be seen when students create concepts that will be sold, determine the materials to be processed, process raw materials into ready-to-sell materials, market them, and analyse the advantages and disadvantages they get. In addition, the profile of Pancasila students also develops at every stage carried out in the Market Day project.

Keywords: Pancasila Student Profile, Entrepreneurship, Market Day

INTRODUCTION

Education is one of the pillars of the nation's progress. Education is very important to equip students to face the future and demands of the 21st century in the face of the industrial revolution 4.0. This is also one of the government's considerations in formulating the vision of education in Indonesia in addition to internal factors related to the identity, ideology, and ideals of the Indonesian nation. The vision of education in Indonesia is "to create a developed Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students who are critical, creative, independent, faithful, devoted to God Almighty, and have noble character, work together, and have global diversity" (Kemendikbud, 2021). Based on this educational vision, the Pancasila Student Profile which consists of six dimensions does not only focus on cognitive abilities (literacy and numeracy), but also on attitudes and behavior (character) according to identity as an Indonesian nation as well as a citizen of the world.

Character can be interpreted as a psychological or moral trait that distinguishes a person from others (Suyitno, Zaenuri, Sugiharti, Suyitno, & Baba, 2019). More specifically Lickona (1991) defines character as a disposition that can be relied upon to respond to situations in a morally good manner. In line with Lickona's opinion, Berkowitz (2002) defines character as a collection of individual psychological characteristics that have an impact on one's abilities and the improvement of moral functions. Meanwhile, according to the Development Team, the Ministry of National Education (2010) wrote that character is human behavior related to God Almighty, oneself, fellow humans, the environment, and nationality which is manifested in thoughts, attitudes, feelings, words, and actions based on norms, religion, law, manners, culture, and customs. Character in education is defined as moral qualities, ethnic values, and responsibility for oneself and others in society (Kim et al., 2019). Based on some of the opinions above, it can be concluded that character is a human characteristic that shows moral qualities, ethnic values and responsibilities based on applicable norms, where these characteristics distinguish a person from others.

The competencies and characters described in the Pancasila Student Profile are built in everyday life and brought to life in each individual student through school culture, intracurricular learning, extracurricular activities, and projects to strengthen the Pancasila Student profile. What is meant by school culture includes school climate, policies, patterns of interaction and communication, and norms that apply in schools. Intracurricular learning is a learning activity in the classroom that provides experiences related to the material taught in class. Extracurricular activities are activities that develop students' talents and interests. Meanwhile, the project to strengthen the profile of Pancasila students is a cross-disciplinary project that is contextual and based on the needs/problems of the community in the school environment.

The Pancasila Student Profile Strengthening Project provides an opportunity for students to "experience knowledge" as a process of character strengthening as well as an opportunity to learn from the surrounding environment. In this project activity, students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in responding to these issues according to their needs, stages of learning and their needs. This strengthening project can also inspire students to contribute and have an impact on the surrounding environment.

Entrepreneurship is one of the themes that can be used as a project to strengthen the profile of Pancasila students. Entrepreneurship is defined as a process in which a person or group of people use organized efforts and means to pursue opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness (Nurhayati, 2018). While entrepreneurship is defined as a mental attitude and spirit that is always active or creative, empowered, creates, works and is modest and strives to increase income in its business activities. Therefore, in the current era, educational institutions not only prepare students to be ready to work but also to be ready for entrepreneurship so that they have higher competitiveness. Entrepreneurial character needs to be instilled from an early age. Furthermore, Ayudiana and Widiastuti (2018); Barnawi and Arifin (2012) state that the right educational institution to implement an entrepreneurship education program is elementary school. The cultivation of entrepreneurial character at the most basic level is expected to have a significant influence on entrepreneurship. However, entrepreneurship has not been maximally implemented and is rarely noticed by teachers (Ayudiana & Widiastuti, 2018).

Entrepreneurship can be implemented in elementary school educational institutions through market day activities. Market day is a program implemented by school institutions as the development of students'

skills in entrepreneurship (Saroni, 2012: 161). Furthermore, Zultiar and Siwiyanti (2017) define market day as an entrepreneurial learning activity, where children are taught how to market products to friends, teachers or to outsiders. Mashud (2016); Nurhayati (2018); Hartati, Ansari & Hafidz (2021) describe market day as an activity where students sell their wares which are then offered to other students, teachers and employees. Based on some of these definitions, market day can be used as one of the projects that can be carried out in the formation of student character, especially entrepreneurship. Several studies have examined this market day on the spirit of business (Mashud, 2016; Siwiyanti, 2017; Nurhayati, 2018; Hartati, Ansari & Hafidz, 2021). There is no research that examines this market day project on the profile of Pancasila students. Therefore, the researcher will analyze the profile of Pancasila students that can be developed through the market day project.

METHOD

This research uses descriptive method with qualitative approach. This research was conducted at the international green school Sumedang. International Green School Sumedang is a nature-based elementary school. In their learning, the market day project is always carried out every academic year. Data obtained through observation, interviews and documentation. In this study, data analysis was carried out using the constant comparative method, because in data analysis it constantly compares one datum to another, then constantly compares categories with other categories (Moleong, 2009: 288). In general, the data analysis process includes: data reduction, data categorization, synthesis, completed with working hypotheses.

RESULT AND DISCUSSION

The market day project this time was named Pasar Minggu, which was held at the Sumedang International Green School. Students and teachers have made tents and also a gate that marks the location of market day activities. The location of the market day can be seen in Figure 1.



Figure 1. Location of the Market Day

In Figure 1 it can be seen that students and teachers together make a place to sell as attractive as possible. In preparing the place for selling, students work together with their friends. Gotong royong is meant in the profile of Pancasila students, namely being able to carry out activities together, collaborating to achieve the welfare and happiness of the people around them (Curriculum and Books Center, 2020). In addition to working together, of course, the creative profile of the Pancasila student profile is also achieved with their work in creating attractive selling places. According to the KBBI creative is having the power to create or have the ability to create. Meanwhile, the Curriculum and Books Center stated that creative Indonesian students must be able to modify and produce something original, meaningful, useful, and impactful. In the activity of preparing a location for selling, two Pancasila profiles can be developed, namely mutual cooperation and creativity.

In addition to preparing a place to sell, students are also asked to make products at home with the type of cuisine that has been determined. This activity also carries the theme of no plastic, so that those

who sell are endeavored to package their products without plastic and buyers are also advised to bring a lunch box. What products are produced and sold by students can be seen in Figure 2.



Figure 2. Products that Students Sell on Market Day

Making products that will be sold by students on market day activities of course fosters an independent character. Where students are responsible for the manufacturing process and the results of the products made in accordance with the agreed materials and also the theme carried. This is in accordance with the independent profile contained in the Pancasila student profile which is responsible for the process and learning outcomes (Curriculum and Books Center, 2020). In making products, students' creative profiles can also develop, where students use skewers and leaves as tools to present and package products to be sold. This is in accordance with the opinion of Cahyati, Muin, and Musyriyah (2018), Huang (2016), Wahyudi, et al (2018), Huang (2020) said that creativity arises because of conditions (atmosphere, environment and community) that support doing something. creative ones.

In Figure 2, it can be seen that at each selling location there is a menu board and prices. In determining the price, a critical profile student course is developed. According to the KBBI, critical means sharp in analysis. In more detail, the Center for Curriculum and Books (2020) defines students who think critically as students who are able to see things from various perspectives and are open to new evidence. In the process of determining the price, students have calculated the required capital and also the desired profit. So that the mathematical concept of social arithmetic also develops in this market day project. This is in accordance with Mashud (2016) opinion that market day is not only to instill character, but also to understand mathematics subjects to calculate profit and loss.

On market day activities, the school invites parents and students from other schools, which can be seen in Figure 3.



Figure 3. Students from Other Schools and Parents Attending Market Day

The presence of students from other schools and their parents makes students more appreciative of existing differences, resulting in a global diversity profile. Indonesian students with global diversity are

students who are able to understand and appreciate cultural diversity (both regional, national, and global cultural diversity), are able to interact positively with each other, and have intercultural communication skills, as well as reflectively and responsibly make the experience of diversity the power to build an inclusive, just, and sustainable society (Curriculum and Books Center, 2020). In addition, of course, on this market day project, the profile of faith, fear of God, and noble character will also develop. In this case, not only in the dimension of students with God related to their respective religions and beliefs, but includes the dimensions of students with themselves, and students with fellow humans. Therefore, the profile develops during interactions between students and buyers, where they behave well and politely towards buyers, and act honestly in the buying and selling process. In Figure 4 it can be seen the interaction of students who attended the market day activities.



Figure 4. Interaction of Students Who Attended the Market Day

Through market day activities, students' learning objectives to understand buying and selling, recognizing money as an exchange rate, also knowing buying and selling strategies can be achieved properly. The teacher interviewed stated that the explanation of buying and selling was easier for students to understand when students carried out the process directly. This is in accordance with the research of Nurhidaya, Firmansyah, and Hasdin (2015) that through the role-playing method on the subject of buying and selling can improve students' understanding. Students also stated that they were happy with the market day project.

CONCLUSION

The market day project develops students' entrepreneurial character. Where students proceed from preparing places and products, calculating selling prices and also conducting buying and selling transactions. The market day project in addition to increasing students' understanding of the concept of buying and selling, can also develop a profile of Pancasila students. In the preparation stage of the place to sell and the products to be sold, the profile of mutual cooperation, creativity, critical reasoning, and independence develops. Meanwhile, in buying and selling interactions, the profile of global diversity and the profile of faith, fear of God, and noble is developed. Market day also makes students happy and provides an extraordinary experience with them directly carrying out the buying and selling process.

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