

Development of a Project-Based Learning Module on the Theme of Entrepreneurship as an Implementation of the Pancasila Profile Strengthening Project for Grade V Elementary School Students

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Keywords

Learning Module
Project Based Learning

Article History

Received 2025-05-12
Accepted 2025-07-29

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Abstract: The implementation of the Pancasila Student Profile Project with the theme of entrepreneurship in schools often faces various problems that can hinder the achievement of learning objectives. One of the main problems is the lack of understanding of teachers and students regarding the concept of entrepreneurship. In order to implement the Pancasila Student Profile Project, this study aims to create a valid, practical, and effective project-based learning module. The sample of this study was 20 students of grade 5 B at SD Global Madani Bandar Lampung. This study is a type of Research and Development (R&D). The research data collection methods include observation, interviews, questionnaires, and documentation. The results of the media expert validation test on the Project-based Learning learning module obtained an average score of 81.25%, material experts obtained an average score of 92.74% with very valid criteria, and language experts obtained an average score of 70.83% with valid criteria. The results of the practicality test of student responses to the Project-based Learning learning module were declared practical with an average score of 92.5%, with a very practical category. The N-Gain test results obtained an average score of 0.73 with high criteria. Conclusion: The Project-based learning module has been proven valid, practical, and effective when implemented at SD Global Madani Bandar Lampung.

INTRODUCTION

The government is striving to produce a quality generation through education, as it is considered a key way to maximize the potential of each generation in Indonesia. To create a world of high-quality education, education in Indonesia must continue to be updated in line with current developments (Irmalinda et al., 2024). The teaching and learning process in the classroom is the core of school education. To create a fun and interesting learning environment, teachers must use media that can encourage students to actively participate in learning activities in the classroom (Adha et al., 2019). The current learning process is based on the curriculum. The curriculum is an element of learning in developing student potential (Anagun, 2018). The independent curriculum is part of educational institutions that aim to improve the quality of education, which has an element of freedom that can contribute to educating the nation's next generation in the era of industrial revolution 4.0 (Alfath et al., 2022). Implementation of the Independent Curriculum emphasizes comfortable, independent, active, characterful, and meaningful learning. This curriculum also integrates literacy abilities, knowledge, skills, and attitudes in using technology (Aransyah et al., 2023). The Merdeka Curriculum also provides teachers with the ability to choose teaching resources that meet their students' interests and learning needs (Rahayu et al., 2024).

The Pancasila Student Profile Strengthening Project, which is part of the implementation of the Independent Curriculum, aims to increase students' self-identity as Indonesian citizens, which is demonstrated in their daily attitudes and actions. Thus, education strengthens students' identity as Indonesian citizens in addition to their cognitive abilities. Six core principles are included in the Pancasila Student Profile Strengthening Project: (1) faith, devotion to God Almighty, and high morality; (2) global diversity; (3) cooperation; (4) independence; (5) critical reasoning; and (6) creativity. These values are imbued with the principles of Pancasila, which are the basis of the state: Belief in the Almighty God, just and civilized humanity, Indonesian unity, democracy led by wisdom in representative deliberations, and social justice for all Indonesian people. Law no. 56/M/2022 Curriculum Implementation Guidelines in the context of learning recovery, divides the curriculum structure into intracurricular activities and the Project for Strengthening the Profile of Pancasila students.

The aim of the Strengthening the Pancasila student profile project is to increase efforts to fulfill graduation competency standards, which are often known as the Pancasila student profile. By raising themes related to the core values of Pancasila, this provides an opportunity for educators and students to actively participate in turning the surrounding environment into a learning resource. Character development and life skills are the main goals of strengthening the profile of Pancasila students. These skills are taught to students through school culture, extracurricular, intracurricular, and co-curricular learning, including project learning (Ningsih, 2022). The implementation of the "Pancasila student profile", which is based on the characteristics of an independent curriculum, can help character development initiatives (Adha & Pitoewas, 2023). Learning outside the classroom that supports intracurricular learning, more specifically, learning that strengthens efforts to achieve competence and character through the Pancasila student profile, refers to the Pancasila values, which are strengthened by this learning project (Resmanti et al., 2024). Character development efforts can be carried out by implementing the "Pancasila student profile," which is in accordance with the characteristics of the independent curriculum (Susilawati et al, 2021). This research is a concrete step in preparing the Pancasila student profile components in the form of teaching modules.

Researchers developed a project-based teaching module as an implementation of a project to strengthen the profile of Pancasila students related to entrepreneurship, to make it easier for teachers to implement the profile of Pancasila students at SD Global Madani Bandar Lampung. The theme of entrepreneurship in elementary school thematic learning must apply learning strategies such as Project-Based Learning, which allows students to understand the concept of entrepreneurship through practical experience by working on business projects and gaining direct knowledge about the entrepreneurial process. Project-based Based Learning puts students at the center of learning, not just through theory. They actively participate in planning, organizing, and implementing projects, in addition to listening or memorizing information. As they build themselves, students gradually acquire knowledge and abilities in a limited environment that will help them solve challenges in society (Putri et al., 2023). Students who use Project-Based Learning not only gain a deep understanding of entrepreneurship but also equip themselves with applicable and useful skills to face challenges in the real world. To teach students to be more creative, entrepreneurship was chosen as the basis for this development study. In addition, selecting teaching materials that are relevant to students can facilitate the transfer of information by teachers and help students embrace and understand entrepreneurship.

Entrepreneurship education for elementary school students can start with simple activities in students' daily lives at school. One learning model that involves student activity is Project-Based Learning. Project-based Based Learning is a learning model that involves active students in the knowledge transfer process. Activities in implementing Project-Based Learning are categorized into three, namely individual activities, activities within groups, and student activities between groups

(Putri, 2021). According to the research findings of Resmanti et al. (2024), Project learning-based modules are very effective in supporting project activities to strengthen the profile of Pancasila students. Project-based Based Learning is a learning model that aims to focus students on complex problems needed to carry out investigations and understand learning through investigations (Setiawan et al., 2021).

Through the Project-Based Learning approach, students are encouraged to actively complete real projects that require critical thinking, collaboration, and creativity. When the projects carried out are based on entrepreneurship, such as creating products, preparing business plans, or marketing their work, students not only gain an understanding of the business world but also develop entrepreneurial skills such as innovation, leadership, and decision-making. In this process, character values such as responsibility, hard work, honesty, and the ability to communicate and work together are naturally honed. Thus, the integration of Project-Based Learning, entrepreneurship education, and character development is able to create a comprehensive learning experience, equipping students not only with knowledge but also with attitudes and skills that are relevant for life in the future (Friani, 2025). However, the reality shows that the implementation of the project to strengthen the profile of Pancasila students has not been implemented optimally, as can be proven from the findings of this research.

Based on the results of teacher interviews conducted on May 13, 2024, SD Global Madani Bandar Lampung is one of the schools that has used project implementation activities to strengthen the profile of Pancasila students with the theme of entrepreneurship. However, the implementation of the project to strengthen the profile of Pancasila students at SD Global Madani Bandar Lampung has limitations, namely that the implementation only uses modules available on the internet for project activities, which are completed as part of project learning. Based on the results of observations at SD Global Madani Bandar Lampung on May 17 2024, SD Global Madani Bandar Lampung has implemented a project to strengthen the profile of Pancasila students, but the project learning process is not by the provisions of the Ministry of Education, Culture, Research and Technology in the guidebook for developing the project to strengthen the profile of Pancasila students. Not necessarily true.

Project-based learning modules can be used as an independent and flexible learning resource. Learning using this module has proven effective in improving student learning outcomes (Albana, 2020). Through project-based learning, students can develop business ideas, plan, produce, and market a product directly. This is in line with the objectives of entrepreneurial learning, which emphasizes the formation of attitudes, knowledge, and skills holistically (Faslia et al., 2023). The application of Project-Based Learning also has the potential to grow character entrepreneurship, such as responsibility, courage to take risks, and ability time management (Umam & Fauziah, 2022). In the process, students will face various challenges that require them to find creative solutions, work in teams, and evaluate their performance. This is in line with the objectives of the Independent Curriculum, which emphasizes project-based learning and strengthening the character of the Pancasila Student Profile (Abdili & Anggriani, 2025).

Entrepreneurship, in particular, can be an effective means of instilling and developing Pancasila values in real life. Through entrepreneurial activities, individuals learn to run a business by upholding Godly values, such as being honest and responsible for the products and services provided. Human values are reflected in fair treatment of employees, customers, and business partners, as well as concern for the welfare of the surrounding community. The principle of unity is realized in cooperation and collaboration across ethnicities, religions, and cultures in the business world. Entrepreneurship also teaches the importance of deliberation in decision-making, reflecting the values of democracy and togetherness. Apart from that, the spirit of social justice is implemented in businesses that provide benefits not only for business owners but also create jobs, empower communities, and pay attention to aspects of environmental sustainability. Thus, entrepreneurial practice is not only profit-oriented,

but also becomes a concrete vehicle for internalizing and implementing the noble values of Pancasila in social and national life (Rondli et al, 2024).

METHODS

This research was conducted using the development method (R&D). The development research in this study aims to develop a project-based learning module. This research uses the ADDIE development model (William W. Lee, 2004). The ADDIE development research model has five stages, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. 1) In the analysis stage, researchers identify the characteristics of students, including their interests and needs. In addition, an analysis of the curriculum is carried out, especially the Pancasila student themes to be achieved, as well as relevant learning achievements. The results of this analysis stage become the basis for designing meaningful project activities to determine learning strategies, resources, and assessments that will be used in the teaching module. 2) In the design stage, researchers develop learning objectives based on the previously analyzed dimensions and elements of the Pancasila Student Profile. Next, the project flow and structure are designed, starting from selecting a topic or contextual issue relevant to students' lives, determining trigger questions, and outlining the project stages, including exploration, planning, implementation, reflection, and publication of results. This stage also determines assessment methods, both formative and summative, as well as appropriate evaluation instruments to assess the process and student achievement. All components are designed to be integrated and support the achievement of the Pancasila student profile holistically through project-based learning experiences. 3) In the development stage, researchers began to compile and develop all learning tools in detail. The learning modules were developed to be flexible, contextual, and able to facilitate active student involvement in completing meaningful, solution-oriented projects. At this stage, limited trials or validation by material experts, media experts, and language experts were also conducted to ensure that the learning modules were based on the principles of PJBL and the objectives of Pancasila students. The results of this development will form the basis for implementing the modules in the classroom in the next stage. 4) In the implementation phase, researchers carry out the entire series of project activities according to the designed flow, starting from conveying contextual issues, exploring ideas, project planning, implementation, and reflection and publication of student work. Educators act as facilitators who guide students to collaborate and solve problems creatively. During the implementation process, educators also conduct observations and assessments of student engagement, competency development, and strengthening the dimensions of the Pancasila Student Profile. 5) In the evaluation phase, educators conduct a comprehensive reflection on the success of the project, including the achievement of learning objectives, student engagement, and the extent to which the dimensions and elements of the Pancasila Student Profile have been successfully strengthened through project activities. Evaluation includes analysis of student assessment results and feedback from students. These evaluation results serve as the basis for revising and refining the module to make it more effective and relevant for future use.

This research was conducted in the even semester of the 2024/2025 academic year. Data collection techniques used in this study were observation, interviews, questionnaires, and documentation. Interviews in this study were conducted to obtain data on the Pancasila student profile strengthening project, the use of teaching modules, the number and quality of facilities and infrastructure, and the number of students and homeroom teachers. Interviews were conducted in the classroom and analyzed students' needs in the implementation of the Pancasila student profile strengthening project. Observations in this study were conducted by directly observing classroom learning activities to analyze the teaching modules used by teachers to support the implementation of the Pancasila student profile strengthening project. Questionnaires were used to obtain information about the project-based modules. The questionnaires used in this study consisted of a needs analysis questionnaire, a validation questionnaire from material, language, and media experts, and a

practicality questionnaire for student responses. Documentation in this study aims to obtain the data needed for the research. The data analysis techniques used in this study were qualitative descriptive data analysis and quantitative descriptive data analysis.

RESULTS AND DISCUSSION

Results

This research uses ADDIE research procedures using 5 stages, namely analysis, design, development, implementation, and evaluation. This development research procedure resulted in a Project-Based Learning Strengthening Project for Pancasila Student Profile teaching module for grade 5 students at SD Global Madani Bandar Lampung.

1. Analysis

The things analyzed in this research are the analysis of problems in implementing the Pancasila Student Profile Strengthening Project and the analysis of student needs. 1) Results of analysis of problems in implementing the Strengthening Pancasila Student Profile Project. The implementation of the project to strengthen the profile of Pancasila students in class 5 at SD Global Madani Bandar Lampung faces problems that require in-depth analysis so that they can be achieved optimally. The main problem faced is the low level of understanding of Pancasila values among students. Grade 5 is the initial stage of learning where the foundation of character and moral values is built. Therefore, it is important to analyze carefully how to provide a good understanding of Pancasila values from an early age. Apart from that, the development of PjBL-based teaching modules is an urgent need to overcome this problem. The availability of teaching materials that can integrate Pancasila values with PjBL can provide a more concrete and relevant context for students. This will make it easier for 5th-grade students at SD Global Madani Bandar Lampung to understand the meaning and application of Pancasila values in their daily lives. It is also necessary to pay attention to the aspect of teacher readiness in delivering the learning material. Support and training for grade 5 teachers are important so that they can effectively integrate PjBL-based teaching modules into daily learning activities. Apart from that, it is necessary to consider the availability of resources and infrastructure that support the implementation of this project in the 5th-grade environment at SD Global Madani Bandar Lampung. Overcoming these problems can involve active collaboration between the school, teachers, PjBL experts, and the school committee. By involving all related parties, it is hoped that the project to strengthen the profile of Pancasila students in class 5 at SD Global Madani Bandar Lampung can have a positive impact, build a strong character foundation, and increase students' understanding of the Pancasila values, which are the basis of social life. 2) Results of analysis of student needs. Analysis of student needs in class 5 at SD Global Madani Bandar Lampung regarding the problem of implementing the project to strengthen the profile of Pancasila students is a crucial first step in increasing learning effectiveness. In the early stages of education, grade 5 students tend to have learning characteristics that are more visual, interactive, and rely on direct experience. Therefore, it should be noted that they need a learning approach that is appropriate to their level of cognitive and emotional development. One of the problems that can be identified is the limited level of understanding of the abstract concepts of Pancasila. As a result, students' need for a learning approach that is more concrete and closely linked to their daily lives becomes very important. The development of PjBL-based teaching modules is the right solution to overcome this problem, because these modules can present material in a way that is more real and relevant to the context of students in Bandar Lampung. Apart from that, it should be noted that students at the 5th-grade level tend to have shorter attention spans. Therefore, the designed teaching module must consider aspects of fun and visual appeal in order to maintain students' interest throughout learning. In this case, the use of images and direct interaction can be an effective strategy for optimizing student understanding and participation. Analysis of student needs must also take into account the role of the teacher as a learning facilitator. Teachers need to receive training and support to be able to implement teaching modules well and facilitate

discussions that encourage a deeper understanding of Pancasila values. In this way, the integration of Pancasila values with the PjBL learning model can run more effectively, and students can be more actively involved in the learning process. Through an approach that understands the needs of students as a whole, it is hoped that the implementation of the project to strengthen the profile of Pancasila students in class 5 at SD Global Madani Bandar Lampung can have a significant positive impact on character formation and understanding of the noble values of Pancasila among students. The initial stage in conducting research is a preliminary study through the research field and library studies. Field studies are carried out by analyzing needs. Meanwhile, library research is carried out by studying books as well as reference sources relevant to the research being conducted. Results of preliminary research related to the description or condition. Ongoing fieldwork has obtained preliminary data that: a) Educators do not yet understand the preparation of cognitive and noncognitive diagnostic assessment instruments in differentiated learning. b) Educators have not carried out cognitive and non-cognitive diagnostic assessments in differentiated learning. c) Educators have never carried out cognitive and non-cognitive diagnostic assessments in differentiated learning.

2. Design

In the research and development of the ADDIE model, the next stage is designing teaching modules. Teaching Module Design: The selection of teaching modules is tailored to student needs. In this research, the teaching material chosen by the author is a teaching module for the PjBL-based Pancasila student profile strengthening project. The PjBL-based Pancasila student profile strengthening project teaching module is a module that discusses planning, implementation, and evaluation related to PjBL-based P5. The function of preparing P5 teaching modules based on PjBL is to make it easier for teachers to carry out P5 projects. The PjBL-based P5 teaching module design consists of a cover, table of contents, introduction and introduction stage.

3. Development

The PjBL-based P5 teaching module is a teaching module that can be developed by anyone. The process of making it is also using Microsoft Word and then printing it so that it is easy for everyone to get. The materials used in this development are by the needs for making media, such as materials that are easy to find, durable, and photos and information that are easy to find on the internet or in thematic books. The P5 teaching module adapts to the project theme in class 5, namely a PjBL-based project. The teaching module is a design which the researcher then consults with the supervising lecturer, a team of material expert validators and media expert validators, and language experts who then revise the product for product validation and testing. The following are the validation results from several experts:

- a. Material Expert Validation. Material expert validation was carried out by expert lecturers at the Indonesian Technocrat University, namely Neneng, S.Kom., M.Kom, to obtain input, responses, and suggestions regarding the product being developed. In total, it has 3 aspects, namely the feasibility aspect, which consists of indicators, namely suitability of the material with KD, precision of the material, contemporary material, and encouraging curiosity. Aspects of suitability of presentation with indicators of presentation technique, provision of presentation, presentation of learning, coherent and coherent flow of thought, as well as indicators of suitability of language aspects, namely straightforward, communicative, dialogic, and learning, suitability to student development, suitability of linguistic rules from material experts. The results of the material expert validation assessment obtained an average score of 92.74% in the Very Valid category. This high percentage of validation reflects that the material presented in the module has received positive recognition from experts, indicating good quality and suitability to the curriculum and students' learning needs. The success of achieving a validation rate of 92.74% also shows that this module can make a significant contribution to students' understanding of Pancasila values, by utilizing the Project-Based Learning approach as the main foundation.

- b. **Linguist Validation.** Linguist validation was carried out by Mrs. Destiani, M.Pd. from the University of Lampung which aims to determine the accuracy and suitability of the language in the open module that has been developed by researchers. In each of these aspects, there are different indicators. The 6 aspects consist of straightforward, communicative, dialogic, and interactive assessment aspects, suitability to student development according to linguistic rules and the use of the term symbol or icon in PjBL-based P5 teaching modules. The results of the material expert validation assessment obtained an average score of 70.83% with valid criteria. This percentage shows that the teaching module has involved in-depth understanding and appropriate language selection, as well as adequate design according to expert assessment. This success reflects the high quality of the language aspects of the module, which supports the effective communication of P5 material to students. Apart from that, the validation results of 70.83% also show that this module has received positive reception from experts, indicating that they recognize the value and effectiveness of the PjBL approach in the context of developing Pancasila teaching modules.
- c. **Media Expert Validation.** Media expert validation consists of aspects of display quality, implementation, and interface in the PjBL-based P5 teaching module. The results of the media expert validation assessment obtained an average score of 81%, it can be concluded that the development of the teaching module in P5 based on PjBL for class 5 at SD Global Madani Bandar Lampung has reached the Very Valid category and can be used without improvement. This high percentage of validation reflects that the media used in the module has received positive recognition from experts, indicating good quality and suitability to the curriculum and students' learning needs. The validation level of 81% also shows that this module can make a significant contribution to students' understanding of Pancasila values, by utilizing the PjBL approach as the main foundation

Table 1. Recapitulation of Expert Validation Result

Number	Validator	Average Percentage (%)
1	Media	81%
2	Materials	92.74%
3	Linguist	70.83%
Average Criteria		81,52%

Based on Table 1, it is known that the expert validation recapitulation results show that the PjBL-based P5 teaching module has met the criteria with an average score of 81.52%, which is very valid, so that the product developed is valid for use in the main field trials

d. **Practicality Trial**

The practicality test of student responses was carried out by 20 class V students. The aim of testing the practicality of student responses to the PjBL-based P5 Pancasila teaching module was to measure the practicality of the PjBL-based P5 Pancasila teaching module from the students' perspective. The results of the practicality data, which reached 92%, meaning that it reached the very good category, are clear evidence of the success of developing teaching modules in P5 based on PjBL for class 5 at SD Global Madani Bandar Lampung. This shows that the open module succeeded in accommodating students' learning needs well and succeeded in attracting their interest. This success is not only reflected in the high response rate, but also in its impact on increasing students' understanding and skills of learning material, as well as enriching their learning experience by utilizing PjBL as a basis for learning.

4. Implementation

In the research and development of the ADDIE model, implementation is the fourth stage to carry out product trials for developing P5 teaching modules based on PjBL on entrepreneurship material, namely making Spunbond bags in class 5 at SD Global Madani Bandar Lampung which has

been made by researchers and has been validated by linguists, media experts and material experts. Furthermore, trials were carried out or applied in the learning process at SD Global Madani Bandar Lampung on class 5 students in the application of P5 with the theme of entrepreneurship, material on making spunbond bags..

- a. Introduction Stage. At this stage, students will get to know and see directly the spunbond material. The teacher explains spunbond materials. Let's do the following activities: 1) Before starting the discussion, start the activity by reading a prayer together. 2) The teacher invites students to discuss spunbond materials and asks questions: What materials are you familiar with? Have you ever heard of spunbond material?. 3) The teacher shows examples of spunbond bags to students, so they can see and touch this material directly. 4) Explain that spunbond is a fabric made from synthetic fibers that is strong, light, and can be used repeatedly. 5) Invite students to explore more deeply about spunbond materials. Give each group examples of spunbond and plastic materials to compare. 6) Pay attention to the teacher's explanation, and students note the differences between spunbond and plastic.
- b. Contextualization stage. In this contextualization stage, there are several activities that need to be carried out. To carry out these activities, you will be grouped into several groups. The teacher will help you form these groups. Steps to explore Spunbond bag business opportunities, try doing the following steps: 1) Start the activity by praying. 2) Create small groups with random or sequential techniques. 3) Distribute tasks to each group and group members. Each group is assigned to choose the role or responsibility of each member, such as Chair, writer, designer, planner, and presenter. 4) Think about who might need spunbond bags and what would attract their customers. 5) Discuss the shape, color, or design of the bag that the customer might want. 6) Calculate Estimated Production Costs and Selling Prices. The teacher helps students calculate the costs of purchasing spunbond materials and simple production costs. 7) Simulate appropriate material prices, labor costs, and selling prices to make a profit. 8) Try to think about how to market spunbond bags, such as through social media, selling at schools, or at neighborhood bazaars. 9) Discuss what marketing strategies can attract buyers? For example, attractive product photos, an invitation to be environmentally friendly, or promotional prices. 10) Start to design a logo or choose the spunbond bag design they want to make. Students draw simple designs or logos for their bags to make them look unique and attractive. 11) In our product evaluation, what can be added to make spunbond bags more attractive? Is it color, extra straps, or extra pockets? 12) To ensure that this business can be implemented, each group can conduct interviews with spunbond bag manufacturers, and the results of these interviews can be useful for students.
- c. Action Stage. At this stage, you will start the process of making a spunbond bag. The first step is to gather the necessary tools and materials. Make sure all the tools and materials are complete before starting to make the bag. Follow these steps, 1) Start all activities by reading a prayer, 2) We need to know the tools and materials needed; required tools, sharp fabric scissors for cutting spunbond material, glue gun or small sewing machine to join the bag parts together, ruler and pencil or fabric chalk to mark the size, eraser or soft cloth to clean remaining marks. spunbond fabric with a fairly large size, rope or ribbon for the bag handle (can use spunbond rope or strong ribbon), additional decorations such as cloth stickers or colored cloth to beautify the bag. 3) Steps to Collect Tools and Materials: Make a list of the tools and materials needed according to the explanation above. Write it on paper or a small board so you don't miss anything, and make sure all the ingredients are complete. Ask your teacher or parents for help if some tools or materials are difficult to find. Don't forget to double-check so that nothing is left behind, and prepare a clean place or work table to place tools and materials. Make sure the table is large enough so that all tools and materials can be arranged neatly and not messy way. Group tools and materials according to their needs. For example, place all the tools on one side of the table and the materials on the other side. This will help you work more efficiently when you start making bags later.

5. Evaluation

Products that have been developed require gradual and continuous testing activities. To find out an overview of the benefits of developing the PjBL module on the theme of entrepreneurship as an implementation of P5 for grade 5 students at Global Madani Elementary School in Bandar Lampung. These results will illustrate how the module was implemented for Grade 5 students at Global Madani Elementary School in Bandar Lampung. To find out the difference, a test is carried out, which previously carried out an instrument test, which includes:

- a. Validity and Reliability Test of the Instrument. The validity test method used is the Product-Moment correlation method. The condition for the validity test is that if $r_{\text{count}} > r_{\text{table}}$, then the instrument is valid; otherwise, it is not valid. Validity test results were obtained, and the r value $> r_{\text{table}}$ was calculated. From the results of the validity test, the smallest r value was 0.506 and the largest was 0.916; all question items had a calculated r value $>$ the r_{table} , so that all instruments were valid. The results of the reliability test calculations produced a Cronbach's alpha value of 0.953. It can be concluded that the instrument has met the requirements for instrument reliability because the Cronbach's alpha value is greater than 0.60, and it can be concluded that all data have reliable status.
- b. Test of Differential Power and Level of Difficulty. The discriminating power of a question is the ability of a question to differentiate between students with high ability and students with low ability. The number that shows the amount of discriminating power is called the discrimination index, abbreviated as D . All students who take the test are grouped into two groups, namely the upper group and the lower group. Based on data processing, the results obtained for the discriminating power per question item showed that on average all question items had good and sufficient distinguishing power because they had a classification in the range of $0.20 < D \leq 0.40$: sufficient (satisfactory) and $.40 < D \leq 0.70$: good. A good question is neither too easy nor too difficult. Questions that are too easy do not stimulate students to increase their efforts to solve them. On the other hand, questions that are too difficult will cause students to become discouraged and not have the enthusiasm to try again because it is beyond their reach. Based on the results of the difficulty level per question item, it was found that all question items had an easy level of difficulty on average.
- c. Uji N-Gain. The data analysis technique used to assess and determine the increase in mastery of the material is carried out through normalized gain analysis $\langle g \rangle$. The normalized gain or N-gain score aims to determine the effectiveness of using certain methods or treatments in research. The N-gain score test is carried out by calculating the difference between the pretest score and the posttest score. By calculating the difference between the pretest and posttest scores or gain scores, we can find out whether the use or application of a particular method/media can be said to be effective or not.

Table 3. N-gain score test results

	N	Minimum	Maximum	Mean	Std. Deviation
ngain_skor	20	,50	1,00	,7310	,17132
ngain_persen	20	50,00	100,00	73,0992	17,13248
Valid N (listwise)	20				

Based on Table 3, the N-Gain Score calculation carried out by researchers using pretest and posttest data on the SPSS 26 application shows that an N-Gain Score was obtained with an average of 0.73 with high criteria and an N-Gain Percent effectiveness of 73.09% with effective criteria. Researchers found that the average N-Gain Score was 0.73, indicating a high level of improvement. After that, the effectiveness of N-Gain Percent was determined to be 73.09%, which means it classifies the intervention as effective. These findings explain that the product developed by the researcher, in the form of a PjBL-based P5 teaching module, is quite effective

to use. The numerical values and criteria used in the analysis provide a quantitative basis for assessing the impact of the intervention, strengthening the conclusion that the media developed is a useful tool for improving students' understanding.

Discussion

The development of a Project-Based Learning module with an entrepreneurship theme as an implementation of the Pancasila Student Profile Strengthening Project is a strategic step in aligning 21st-century learning with the nation's noble values. This module is designed to provide a meaningful learning experience through project activities that encourage students to become active, creative, and responsible actors in designing and running a simple business. Project-based learning can be used to teach entrepreneurship to students. Entrepreneurial activities aim to develop analytical, systematic, critical, and creative skills (Radhaina et al, 2024).

The entrepreneurship theme was chosen because it can develop an independent, innovative spirit, as well as train life skills such as decision-making, teamwork, and effective communication. The project implementation process is carried out in stages, starting from identifying problems and business ideas, planning, production, marketing, and reflection, so that students not only understand basic economic concepts but also develop character according to the dimensions of the Pancasila Student Profile, such as critical reasoning, working together, and having noble morals. The project to strengthen the Pancasila student profile, as a means of obtaining a Pancasila student profile, provides students with the opportunity to "experience knowledge" as a character-building process, as well as an opportunity to learn from the environment. The Pancasila Student Profile Strengthening Project will be realized optimally if students, educators, and the institutional environment, as key components of learning, can work together optimally to optimize their roles. Students act as learning subjects who are expected to be able to actively participate in various activities, educators act as learning facilitators who are expected to help students maximize the optimization of their learning process, while the educational unit environment plays a supporting role in carrying out these activities and must fund the provision of facilities and a conducive learning environment (Pratiwi et al, 2024).

The Ministry of Education and Technology stated that "Indonesian students are always competent, with character and achieve according to Pancasila values." Apart from that, the Pancasila Student Profile has the following six abilities: "1) Have faith, have devotion to God Almighty, and have noble character; 2) Global diversity; 3) Working together; 4) Independent; 5) Critical reasoning; 6) Creative." These six abilities reinforce each other so that efforts to create a Pancasila Student Profile can develop as a whole. The Project for Strengthening the Pancasila Student Profile not only emphasizes students' cognitive abilities, but also emphasizes students' attitudes and performance by their identity as Indonesian citizens and the Indonesian nation, as well as citizens of the world (Ilmiah, 2022).

The effectiveness of the Project-Based Learning module with the theme of entrepreneurship as an implementation of the Pancasila Student Profile Strengthening Project has been proven to have a positive impact on the overall student learning process and outcomes. This module is designed not only to convey theoretical entrepreneurship material, but to emphasize more contextual, direct experience through the implementation of real projects. This makes students more actively involved in learning, so that their motivation and sense of responsibility increase significantly. The entrepreneurship theme is a place to foster a creative, independent spirit and critical thinking skills in designing, producing, and marketing simple products. Moreover, through the project stages, the values in the Pancasila Student Profile, such as cooperation, noble morals, independence, and global diversity, can be internalized naturally in daily learning activities. This module is also effective because it allows cross-subject integration, builds collaboration between students, teachers, and the surrounding environment, and provides space for reflection on the process. Thus, the entrepreneurship-based PjBL approach in this module is not only relevant to the curriculum objectives,

but is also effective in forming students' character and competencies that are balanced between cognitive, affective, and psychomotor in accordance with the vision of the Pancasila Student Profile.

CONCLUSION

The findings of this study can answer the following research problems: 1) The project-based learning teaching module with the theme of entrepreneurship is an implementation of the Pancasila student profile strengthening project, which is declared valid for use by 5th-grade elementary school students. This can be proven from the results of the research findings. The results of the media expert validation test obtained an average score of 81.25%, the material expert obtained an average score of 92.74% with very valid criteria, and the language expert obtained an average score of 70.83% with valid criteria. Therefore, the project-based learning teaching module on the theme of entrepreneurship can be said to be valid for use as an implementation of the Pancasila student profile strengthening project for 5th-grade students of Global Madani Elementary School, Bandar Lampung. 2) The project-based learning module with the topic of entrepreneurship is one practical way to improve the Pancasila student profile. Student responses to the project-based learning teaching module obtained an average of 92.5% with very practical criteria, as seen from the results of the practicality test. In order to improve the profile of Pancasila students in grade 5 of SD Global Madani Bandar Lampung, the project-based learning module with the topic of entrepreneurship can be said to be practical. 3) Project-based learning modules with the theme of entrepreneurship as a project implementation to strengthen the profile of Pancasila students for grade 5 students of SD Global Madani Bandar Lampung are effectively used. This can be seen from the results of the effectiveness test using the N-Gain test, which obtained an average score of 0.73 with high criteria and the N-Gain effectiveness percentage of 73.09% with effective criteria. So the project-based learning module on the theme of entrepreneurship can be said to be effective for use as an implementation of the project to strengthen the profile of Pancasila students for grade 5 students at SD Global Madani Bandar Lampung. Further researchers are advised to create project-based learning modules with a more contextual and varied approach, according to the characteristics of students and the surrounding environment.

The development of a Project-Based Learning teaching module with an entrepreneurship theme in this study certainly has many advantages, such as fostering creativity, independence, and 21st-century skills. However, several limitations remain that require attention in its implementation. One major obstacle is the relatively long time required to complete the project thoroughly, from planning to evaluation. Not all teachers have a deep understanding of the PjBL approach or entrepreneurship material, so module implementation can be less than optimal. Furthermore, not all students are equally prepared to participate in project-based learning, particularly in terms of creativity, collaboration, and decision-making. Assessing project outcomes is also a challenge because it is complex and requires a clear rubric for fairness and objectivity.

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