

## Empowering Young Entrepreneurs through P5 to Build a Sustainable Food System at SMK Muhammadiyah 3 Singosari

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### ABSTRACT

This study is an implementation of the Pancasila Student Profile Strengthening Project (P5) aimed at empowering young entrepreneurs to cultivate sustainable food system practices at SMK Muhammadiyah 3 Singosari, Malang. The research is grounded in the belief that vocational education in Indonesia should not only equip students with technical competencies but also foster entrepreneurial mindsets and sustainable practices. Using a qualitative case study approach, this research explores how P5 learning activities particularly those focused on the theme of entrepreneurship in the context of food and local wisdom can stimulate creativity, collaboration, and ecological awareness among students at SMK Muhammadiyah 3 Singosari. Data were collected through participatory observation, interviews with teachers and students, and analysis of student P5 projects. The findings indicate that integrating P5 values such as mutual cooperation, creativity, and global diversity significantly enhances students' competencies to innovate in the fields of food and local wisdom. Moreover, this approach strengthens the link between vocational education and current real-world challenges, particularly in the context of sustainable development. This study contributes to vocational education by empowering students to become agents of change in building resilient local food systems in today's era.

**Keywords:** P5, vocational education, sustainable food system, young entrepreneurs

## 1 Introduction

In today's rapidly evolving era of globalization, food security has emerged as a crucial issue that must be urgently addressed by all levels of the global community across various sectors—most notably the agrifood sector (agriculture and food). This sector is recognized as one of the ten priority sectors for SDG investment due to its immense potential in alleviating poverty and hunger, as well as its capacity to promote sustainable economic growth. [1] In the field of education, food security also becomes a fundamental concept to be instilled in students, especially at the vocational high school (SMK) level, which plays a significant role in preparing young generations not only with practical skills but also with critical thinking to face future challenges. This aligns with the program initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through the Pancasila Student Profile Strengthening Project (P5). P5 is expected to serve as a response and solution to the challenges faced by Indonesia in the 21st century. Through the six dimensions of the Pancasila Student Profile, students are encouraged to develop not only cognitive abilities but also attitudes and behaviors in accordance with the identity of a civilized nation.[2]

SMK Muhammadiyah 3 Singosari, located on Jalan Ken Arok No. 9, Singosari, Malang Regency, is one of the schools in the northern Malang region that has implemented the Merdeka Curriculum since 2020. This has become a driving force for the school to truly prepare both students and teachers to understand the global challenges ahead. One of the efforts made is to equip all teachers with a shared mindset regarding future challenges, focusing on food security based on local wisdom. As a result, all te-

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achers are prepared to integrate and implement P5 in daily learning processes particularly in enhancing entrepreneurial competencies and emphasizing local food security, given that the majority of students' parents are farmers.

Through the implementation of P5 with an entrepreneurial theme, students at SMK Muhammadiyah 3 Singosari are not only equipped with technical skills but are also encouraged to understand local and global issues in context and seek solutions to these problems. This approach is appealing to students, as it enables them to develop entrepreneurial projects based on local wisdom, with the hope that they can later contribute to building sustainable food systems in their respective regions. In the long term, this can have national-level implications, fostering community welfare and environmental preservation in each student's area of residence.

The problem statement of this study is: How can the implementation of the Pancasila Student Profile Strengthening Project (P5) with an entrepreneurship-based approach at SMK Muhammadiyah 3 Singosari empower young entrepreneurs in building sustainable food systems rooted in local wisdom?

This research uses a qualitative approach with a case study method, involving research subjects such as P5 supervising teachers, students engaged in entrepreneurship projects, and school stakeholders. Data collection techniques include in-depth interviews, participatory observation, and documentation of project activities.[3]

## 2 Literature Review

Food systems are complex and highly interconnected. Government policy plays a crucial role as a primary driver in determining the direction of improvement toward sustainable food system resilience in Indonesia. However, this process undeniably requires support from various stakeholders including businesses, academia, and the wider community. In addition, effective governance is needed to implement policies that promote food availability, accessibility, and individual utilization based on local resources. [4] In preparing Generation Z particularly vocational high school (SMK) students to face global challenges, it is essential to raise awareness of the importance of education, training, and cross-sector collaboration. With a deep understanding of technology, sustainable empowerment, and academic support, Generation Z has the potential to become a driving force in economic growth and community advancement. [5] Economic literacy plays a supportive role in preparing students to face global challenges. Students with sound economic literacy can gain proportional benefits, especially when applying this knowledge in entrepreneurial activities.

The implementation of P5 entrepreneurship programs can serve as an external factor influencing students' entrepreneurial interests. Through these activities, students gain both conceptual and practical knowledge of entrepreneurship, which helps enhance their entrepreneurial values and motivation. Students who possess basic economic knowledge and broadened entrepreneurial insight are more likely to contribute actively in final P5 showcase projects, as they are naturally drawn to entrepreneurial endeavors. [6] P5 activities are also effective in enhancing students' critical thinking and innovation skills. However, challenges such as time management and limited resources must be addressed. With adequate support from schools and other stakeholders, P5 has great potential to be adopted as a broader project-based learning model. [7] The Pancasila Student Profile Strengthening Project (P5) is part of the Merdeka Curriculum, which has been implemented by nearly all schools in Indonesia. Through P5, students are trained to be critical thinkers, creative, resilient, innovative, and independent. [8] Youth and adolescents are key players in advancing micro, small, and medium enterprises, as many of them already possess significant potential for business development.

Their role in expanding largely depends on their ability to manage business and finances effectively. [9] The Business Model Canvas is a management framework designed to quickly visualize and conceptualize a business idea and its implementation. Unlike lengthy business plans, the business model canvas condenses all essential components into a single page, making it particularly popular among start-ups. [10] The use of entrepreneurship learning models developed in collaboration with business and industrial partners can help cultivate an entrepreneurial spirit, particularly in the culinary field. The development process includes three stages: 1) pre-development, 2) development, and 3) model implementation. [11] In the digital transformation era, youth are required to possess technology-based entrepreneurial competencies, or technopreneurship. Learning approaches that emphasize practice and visual experiences are particularly effective in fostering strategic thinking, collaboration, and student creativity in developing local potential and technology-based business ideas. [12] Project-based learning

ning within the P5 program is a strategic component of the Merdeka Curriculum designed to enhance students' entrepreneurial skills. It fosters creativity, innovation, and self-confidence.

The successful implementation of P5 depends on active support and involvement from teachers as facilitators, strong group collaboration, and a supportive school environment. [13] Entrepreneurship is a process that involves innovation, creativity, and the ability to identify and seize opportunities to generate economic value. The success of such programs requires active participation from all stakeholders including students, teachers, and parents. School support through mentoring, along with parental involvement in encouraging their children to participate actively, are key factors in ensuring the program's success and sustainability. This collaboration creates a dynamic learning environment and nurtures an entrepreneurial mindset among students. In the long term, such programs can become project-based learning models that are applicable in other schools as well. [14] Fostering an entrepreneurial spirit through co-curricular P5 learning activities is a crucial step in equipping students with the skills they need for independent living. [15]

### **3 Research Methods**

This study employed a qualitative-descriptive approach through a literature review to explore the strategic implementation of the Pancasila Student Profile Strengthening Project (P5) at SMK Muhammadiyah 3 Singosari, particularly in the context of developing sustainable food entrepreneurship. Data collection was carried out using three main methods: 1) Participatory observation of learning activities and student projects that reflect the integration of P5 values; 2) Semi-structured interviews with teachers and students to understand their experiences and perceptions of P5 implementation; 3) Document and project analysis, including entrepreneurship work, project documentation, and curriculum materials related to food innovation.

The data analysis methodology used was content analysis, in which categories, patterns, and thematic insights were identified concerning the types, effectiveness, and challenges of implementing P5-based project learning practices at SMK Muhammadiyah 3 Singosari.

### **4 Result and Discussion**

The implementation of P5-based learning at SMK Muhammadiyah 3 Singosari has significantly enhanced students' entrepreneurial competencies in managing sustainable food systems by utilizing local wisdom-based products. The P5 learning approach effectively fosters students' creativity, critical thinking, ecological awareness, and collaborative skills. The following presents the research findings conducted at SMK Muhammadiyah 3 Singosari:

#### **Enhancement of Student Creativity and Innovation**

The integration of Pancasila Student Profile (P5) values has significantly improved students' ability to generate creative ideas in the field of food entrepreneurship. Students demonstrated innovations in the processing of local food products with a sustainability focus, such as the use of organic waste and the development of natural, locally sourced food items.

#### **Collaboration and Gotong Royong as Learning Strategies**

The value of gotong royong (mutual cooperation) is reflected in strong teamwork among students across various groups. Group projects not only facilitated effective task distribution but also fostered internal social networks that encouraged peer learning and collaboration.

#### **Global Diversity and Ecological Awareness**

Students showed an increasing awareness of global issues such as climate change, food security, and responsible consumption. The project-based learning approach through P5 provided reflective opportunities for students to understand how their entrepreneurial efforts contribute to global development agendas, particularly the Sustainable Development Goals (SDGs).

## Vocational Education's Relevance to Development Challenges

P5-based entrepreneurship projects have demonstrated that vocational schools can serve as incubators for local solutions to present-day challenges, such as the low added value of food products or the heavy reliance on industrial food processing. This approach bridges education with real-life community challenges.

## 5 Conclusion

This study highlights that integrating P5 values into entrepreneurship learning in vocational schools can serve as a transformative strategy to equip students with 21st-century skills oriented toward sustainability. Through project-based learning, students gain not only technical skills in food production but also internalize core values such as collaboration, creativity, global diversity, and ecological consciousness skills that are relevant to sustainable development.

The implementation of P5 at SMK Muhammadiyah 3 Singosari illustrates that vocational education can address local challenges while aligning educational practices with global agendas such as the SDGs. This model not only enhances students' innovative capacities but also strengthens the school's role as a change agent in building resilient local food systems.

The results of this study offer both conceptual and practical contributions to the development of contextual, relevant, and responsive vocational education. This integrative model is feasible and worth replicating across various vocational education units as part of a systemic effort to prepare empowered and sustainable young entrepreneurs.

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