

The Influence of Implementing P5 in the Merdeka Curriculum with Entrepreneurship Themes and Entrepreneurial Attitudes on Entrepreneurial Interest

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KEYWORD

Unemployment, P5 Entrepreneurship Theme, Entrepreneurial Attitude, Entrepreneurial interest.

A B S T R A C T

This study has the objective to examine the impact of implementing P5 Entrepreneurship Themes and entrepreneurial attitudes on students' entrepreneurial interests. It employs a quantitative approach and a causal associative design. The primary data source consists of ordinal data gathered through a questionnaire. A sample of 161 students was selected using the Slovin formula, representing all class XI students who participated in P5 Entrepreneurship Theme activities as the population. Data analysis employs multiple linear regression analysis conducted using SPSS 26. The findings from both partial and simultaneous analyses indicate that the implementation of P5 Entrepreneurship Themes and entrepreneurial attitudes significantly influence students' entrepreneurial interests.



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INTRODUCTION

Unemployment is a prevalent issue observed in nearly every country, posing a challenge to employment opportunities (Choironi, 2018). Unemployment stems from an imbalance between the abundant supply of labor and the limited demand for it. This disparity results in individuals being without work and lacking the income necessary to fulfill basic needs. Ultimately, the insufficient purchasing power of the unemployed exacerbates this situation. Without prompt intervention, the well-being of the community is at risk. According to Kalsum (2017) Unemployment has an impact on individuals' purchasing power and overall welfare. A reduction in the unemployment rate would lead to an improvement in people's lives, while conversely, an increase would have the opposite effect.

Based on data from Civil Registry Service (2022), Indonesia possesses a relatively sizable population, with approximately 275,361,276 individuals as of June 20, 2022, or Semester I 2022. This demographic characteristic presents Indonesia with greater challenges in harnessing the potential of its abundant human resources (HR). Concurrently, globalization and advancements in technology intensify competition within the labor market. Warsono (2017) explained that the primary challenges encountered by human resources stem from the evolving landscape of communication and information technology within the business environment.

One potential remedy for the aforementioned employment challenges is to provide training to individuals to foster entrepreneurship. This approach not only enhances the caliber of human resources but also mitigates unemployment. Entrepreneurship empowers individuals and fosters self-reliance within society. By generating employment opportunities, it is anticipated that the unemployment rate can decline as people embrace entrepreneurship and establish their own businesses. This solution is supported by Popescul's opinion (2017), A Romanian entrepreneur, proficient in the realm of entrepreneurship, emphasized the pivotal role of entrepreneurs in the economy. They elucidated that entrepreneurs not only create jobs but also foster innovation, thereby contributing to economic growth and the advancement of society at large. The concept of entrepreneurship can stimulate heightened productivity, spur the creation of new employment opportunities, and rejuvenate markets. Furthermore, besides enhancing welfare and encouraging diversification, this notion has the potential to bolster national economic growth. One key factor requiring attention to bolster economic growth is the substantial potential for entrepreneurship, particularly among the productive younger demographic (Nursyirwan et al., 2022).

However, unfortunately, the situation suggests that Indonesian individuals demonstrate a diminished inclination towards entrepreneurship. Factors like societal perceptions, insufficient support from parents and families, the absence of environments conducive to entrepreneurial learning, and inadequate academic backing play significant roles in fostering this reduced interest in entrepreneurship (Mopangga, 2014). Encouraged by a prevalent mindset favoring employment as civil servants (Pegawai Negeri Sipil or PNS) and seeking traditional employment opportunities (Putri, 2017).

According to US News and World Report (2023), Indonesia is positioned 5th out of 8 Southeast Asian countries in terms of entrepreneurship, with a score of 10.7. A higher score reflects a more favorable entrepreneurial ecosystem within a country. Globally, Indonesia ranks 45th out of 87 countries. Below is a chart summarizing the rankings within Southeast Asia.

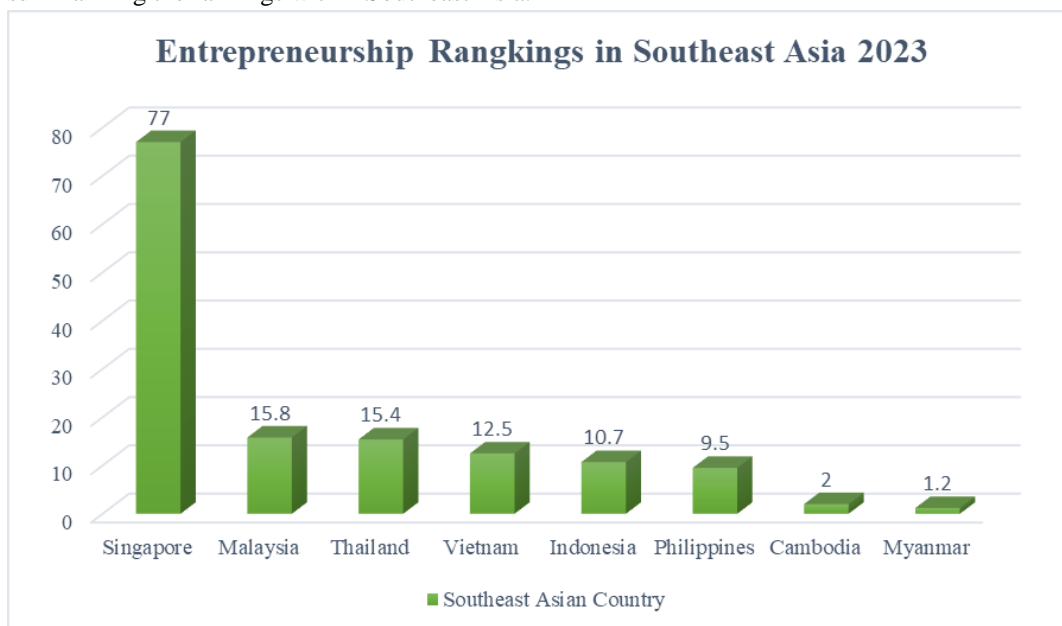


Figure 1. Chart of Entrepreneurship Rankings in Southeast Asia 2023

Source: US News and World Report (2023)

Oktavia (2010) suggests that entrepreneurial interest stems from a combination of internal and external influences. Internal factors refer to personal attributes like self-esteem, emotions, drive, and income, while external factors encompass outside elements such as familial support, social surroundings, available opportunities, and educational exposure.

Ajzen and Fishbein wrote about Theory Reasoned Action (TRA) (1975), Three primary factors, namely beliefs, social pressure or subjective norms, and attitudes towards behavior, play a crucial role in shaping an individual's inclination towards engaging in specific behaviors. This was emphasized by Zuchdi (1995) which

states that attitudes are the main determinant of daily behavior. The current explanation suggests that prior to any action or behavior, there must be an attitude formed, rooted in a stance and belief regarding a particular matter. It's further elaborated that attitude can be viewed as an evaluative response, wherein the individual's expressed reaction is driven by an internal assessment process, categorizing the stimulus into descriptors such as "good-bad," "positive-negative," and "pleasant-unpleasant." (Borasi & Finnigan, 2010), or an inclination to feel favorably or unfavorably toward something (Ajzen, 2005).

Entrepreneurial attitude refers to the capacity to consistently respond to the characteristics associated with entrepreneurship, including self-assurance, willingness to take risks, creativity, embracing challenges, leadership qualities, forward-thinking, and focusing on both tasks and outcomes (Dewi et al., 2016). In the realm of entrepreneurship, entrepreneurial attitude denotes an individual's sentiments regarding entrepreneurship, where the inclination or enthusiasm for entrepreneurial endeavors is shaped by one's attitudes towards the entrepreneurial domain. This was reinforced by Ardiyani & Kusuma (2016) and Munawar & Supriatna (2018), that attitudes influence entrepreneurial interest. However, Adam et al. (2020) found different results, The study did not adequately elucidate how attitudes impact interest in entrepreneurship. Consequently, the correlation between entrepreneurial attitude and entrepreneurial interest remains inconclusive due to variations in research findings.

Within extrinsic factors, education is highlighted, specifically encompassing entrepreneurship education in this study. Entrepreneurship education can be understood as the educational initiatives undertaken by institutions to cultivate the skills, knowledge, behaviors, and aptitudes of students, tailored to their developmental stage (Isrososiawan, 2013), to become individuals who have creative, innovative, and independent thinking by instilling knowledge, values, spirit, and entrepreneurial attitude (Putri, 2017). Furthermore, Arasti et al. (2012) outlines the objectives of entrepreneurship education aim to facilitate individuals in comprehending the intricacies of initiating and managing a new business venture, as well as to foster broader awareness among the public that entrepreneurship is a viable career pursuit. This was supported by Putri (2017) and Ferreira et al. (2017) that entrepreneurship education influences interest in entrepreneurship. This is inversely proportional to the research of Zulianto et al. (2015) that entrepreneurship education does not have a significant impact on fostering interest in entrepreneurship. The relationship between entrepreneurship education and entrepreneurial interest appears to be inconsistent, given the varying findings across different studies.

In line with this, entrepreneurship education has been integrated into one of the newly introduced curriculum programs initiated by the government, known as the Merdeka Curriculum, specifically through the P5 (Projek Penguatan Profil Pelajar Pancasila) Entrepreneurship Theme program. Similar to entrepreneurship education, the P5 Entrepreneurship Theme encompasses both theoretical aspects and practical application through project-based learning. Supandi (2022) stated that project-based Entrepreneurship Subjects have a significant influence on students' entrepreneurial interest. Based on Badan Standar, Kurikulum, and Asesmen Pendidikan (BSKAP) in the P5 Guidebook (2022) and the Ministry of Education and Culture or called Kemendikbudristek No.56/M/2022, P5 (Projek Penguatan Profil Pelajar Pancasila) is a project-based extracurricular initiative aimed at enhancing students' competence and character development in alignment with the Profil Pelajar Pancasila, which is structured according to the Graduate Competency Standards. P5 offers students the opportunity to engage in experiential learning. Here, experiential learning entails not only the acquisition of knowledge but also direct involvement and practical application in real-world settings, fostering character development and providing avenues for environmental learning. The aim is for P5 to inspire students to positively impact their local communities. Additionally, in contemporary society, the successful completion of a project is regarded as a notable achievement.

The explanation of the importance of P5 regarding strengthening character is in line with opinion Faiz & Kurniawaty (2022), it is stated that in this era of increasingly advanced globalization technology, it is necessary to balance development between technology and humans. Hence, instilling values and character education becomes imperative to achieve this equilibrium, with the goal that the outcomes generated are beneficial. Through the discussion regarding the significance of P5 and the associated research findings, a common theme emerges indicating that P5 embodies interests capable of addressing the challenges posed by technological advancements and the evolving societal landscape, encompassing both industrial and ideological revolutions. As

observed, there persists a considerable number of individuals who exploit technological progress and globalization for purposes that are either non-beneficial or even hazardous. This underscores the disparity between prevailing advancements and an individual's socio-mental disposition. P5 serves as a concerted effort to cultivate lifelong learners who embody character, competence, and conduct grounded in Pancasila values, thus shaping the nation's forthcoming generation.

In terms of activities, resources, and duration of implementation, P5 offers flexibility and does not necessarily need to be integrated into extracurricular classes. Hence, P5 is devised independently of intracurricular activities. Additionally, P5 is categorized as a co-curricular activity. The Ministry of Education and Culture's website defines co-curricular activities as endeavors that complement extracurricular activities, such as educational visits to museums and other venues (Kemdikbud, n.d.). Educational institutions interested in conducting P5 activities have the option to engage external stakeholders, such as community members or organizations, in the planning and execution of P5 initiatives. By involving the community, it is anticipated that P5 activities can be tailored to address existing circumstances or challenges effectively and with precision. Based on research findings of Mery et al. (2022), During the implementation of P5, students are afforded the chance to engage in enjoyable, interactive learning experiences within a dynamic and flexible framework, free from monotony, and directly immersed in their surroundings. Consequently, students gain comprehensive knowledge, hone critical thinking skills, and develop character traits aligned with the Profil Pelajar Pancasila.

One high school institution that has implemented the P5 Program is SMA Negeri 1 Balongpanggang. Designated as a Sekolah Penggerak since 2021, the school has been running the P5 Program for three years, covering various themes, including Entrepreneurship. As per the author's knowledge, the typical structure of the P5 Program at the school involves weekly meetings dedicated to studying theme-related materials and assignments, which are subsequently translated into practical activities such as bazaars and student elections. Through the Entrepreneurship Theme Program within P5 at SMA Negeri 1 Balongpanggang, students are equipped with the skills necessary for entrepreneurship. They are guided in crafting business plans, developing their own products, participating in bazaar events, and generating profits. This information was gathered during a PLP (Pengenalan Lapangan Persekolah) conducted by the author at SMA Negeri 1 Balongpanggang for a duration of 3 months and 10 days. Following the survey outcomes, SMA Negeri 1 Balongpanggang was selected as the research site, with Class XI students who had completed the P5 Entrepreneurship Theme activities being chosen as research subjects and data sources. The research subjects were exclusively limited to Class XI students, as only they had undergone the P5 Entrepreneurship Theme activity.

After providing a historical context of the problem and phenomenon, a study was undertaken to explore the impact of implementing the P5 program within the Merdeka Curriculum, focusing on Entrepreneurship Themes, and entrepreneurial attitudes on students' entrepreneurial interest at SMAN 1 Balongpanggang. This research endeavors to examine whether there exists a correlation between the P5 Entrepreneurship Theme and entrepreneurial attitudes with students' entrepreneurial interest at SMAN 1 Balongpanggang. Additionally, this study serves as a valuable resource for understanding the implementation of the Merdeka Curriculum's P5 Program with an Entrepreneurship Theme in a high school setting. Furthermore, the findings of this research can contribute to the evaluation of past initiatives and serve as a reference for designing similar programs in the future.

RESEARCH METHOD

The research methodology employed in this study was a causal associative research design, which is categorized as quantitative research due to its application. The study population comprised Class XI students who had participated in P5 Entrepreneurship Theme activities, totaling 270 students. The sample size was determined using the Slovin formula, resulting in 161 students. Simple Random Sampling was utilized for sampling, assuming homogeneity within the population, as the implementation of P5 Entrepreneurship Theme activities targeted the entire Class XI cohort. During sampling, data was randomly selected, beginning with 30 answers from the top, followed by two sets of 20 answers each with intermittent breaks, one answer from the middle, an additional 20 answers with a break, and concluding with 70 answers from the bottom, totaling 161 responses according to the sample size. This random sampling method is applicable when the population members are assumed to be homogeneous (Sugiyono, 2013). The data for this study were gathered from a primary source through a structured questionnaire, yielding ordinal data. These data were analyzed using

multiple linear regression analysis techniques with SPSS 26 software. The statistical tests performed included classic assumption testing, t-tests, F-tests, and determination of the coefficient of determination (R²). The research was carried out at SMA Negeri 1 Balongpanggang, located in Gresik Regency, East Java Province.

RESULT AND DISCUSSION

Result

The subsequent table presents the evaluations provided by respondents for each statement, representing individual indicators within the entrepreneurial interest variable.

Table 1. Assessment Results of Entrepreneurial Interest

Indicators	No	Statement	SA	A	N	D	SD	Sum	TCR	Category		
Social Prestige	1	Having my own business makes me feel more valued.	57 35%	68 42%	22 14%	9 6%	5 3%	161 100%	80.2	Good		
	2	I experience a sense of pride when I am in charge of my own business.	88 55%	56 35%	11 7%	3 2%	3 2%	161 100%			87.7	Very Good
Personal Challenges	3	I am consistently eager to explore new opportunities.	65 40%	76 47%	13 8%	4 2%	3 2%	161 100%	84.3	Good		
	4	I am fond of activities that contribute to my advancement.	83 52%	61 38%	13 8%	2 1%	2 1%	161 100%			87.5	Very Good
	5	I am motivated to acquire skills that others have mastered but I have yet to fully grasp.	46 29%	81 50%	27 17%	4 2%	3 2%	161 100%				
Become the Boss	6	I have the ability to regulate my own actions.	37 23%	86 53%	25 16%	11 7%	2 1%	161 100%	78.0	Good		
Innovation	7	I excel at generating innovative concepts.	30 19%	81 50%	35 22%	11 7%	4 2%	161 100%	75.2	Good		
	8	I have a fondness for artistic and imaginative pursuits.	54 34%	87 54%	13 8%	3 2%	4 2%	161 100%			82.9	Good
Leadership	9	I possess the ability to engage with individuals spanning diverse personality types.	33 20%	87 54%	29 18%	7 4%	5 3%	161 100%	76.9	Good		
	10	I am eager to proactively take charge and initiate tasks.	40 25%	93 58%	19 12%	7 4%	2 1%	161 100%			80.1	Good
	11	I possess the capacity to sway and impact the opinions or actions of others.	23 14%	87 54%	25 16%	17 11%	9 6%	161 100%				

Indicators	No	Statement	SA	A	N	D	SD	Sum	TCR	Category
Flexibility	12	I find satisfaction in tasks that do not require strict commitments.	29 18%	87 54%	29 18%	10 6%	6 4%	161 100%	75.3	Good
	13	I tend to achieve higher levels of productivity when I have the flexibility to work from any location.	38 24%	91 57%	23 14%	6 4%	3 2%	161 100%	79.3	Good
Advantage	14	I desire to experience the advantages of running my own business.	77 48%	64 40%	10 6%	6 4%	4 2%	161 100%	85.3	Very Good
	15	My profitability increases when I operate my own business.	70 43%	67 42%	16 10%	4 2%	4 2%	161 100%	84.2	Good
	16	I aim to handle business finances autonomously.	73 45%	69 43%	14 9%	1 1%	4 2%	161 100%	85.6	Very Good

Source: Data processed by researchers (2023)

Based on the data presented in the table 1, it is evident that the majority of students from Class XI at SMA Negeri 1 Balongpanggang tend to respond with "Agree" or "Strongly Agree" to statements reflecting entrepreneurial interest. This pattern indicates a notable inclination towards entrepreneurship among these students. Furthermore, in the Total Composite Result (TCR) section, it is noteworthy that the percentages fall within the categories of "Good" and "Very Good." Specifically, in statements concerning owning a business, the data suggests a heightened entrepreneurial interest among the students.

The table below presents the evaluations provided by respondents for each statement corresponding to the indicators within the variable of implementing the P5 Entrepreneurship Theme.

Table 2. Assessment Results of Implementing P5 Entrepreneurship Theme

Indicators	No	Statement	SA	A	N	D	SD	Sum	TCR	Category
Improvement of Entrepreneurship Concept	1	I understand that entrepreneurship entails giving up certain aspects, such as time and energy.	59 37%	71 44%	18 11%	8 5%	5 3%	161 100%	81.2	Good
	2	I acknowledge that entrepreneurship involves engaging in activities with inherent risks.	46 29%	76 47%	22 14%	12 7%	5 3%	161 100%	78.1	Good
Improvement of Entrepreneurial Character	3	I am capable of evaluating both the risks and the potential consequences for myself and the surrounding environment.	31 19%	84 52%	34 21%	7 4%	5 3%	161 100%	76.0	Good

Indicators	No	Statement	SA	A	N	D	SD	Sum	TCR	Category
Improvement of Knowledge of Business Plans	4	I possess the ability to think creatively and innovatively when generating novel and distinct ideas.	41 25%	78 48%	29 18%	10 6%	3 2%	161 100%	77.9	Good
	5	I am able to confidently explore and articulate business concepts and ideas.	37 23%	69 43%	40 25%	11 7%	4 2%	161 100%	75.4	Good
	6	I have the capability to intricately design the product.	27 17%	82 51%	35 22%	14 9%	3 2%	161 100%	74.4	Good
	7	I am able to develop a comprehensive production plan.	16 10%	82 51%	48 30%	13 8%	2 1%	161 100%	72.0	Good
	8	I possess the skill to accurately set the selling price, ensuring profitability.	55 34%	72 45%	27 17%	2 1%	5 3%	161 100%	81.1	Good
Improvement of Knowledge of Business Opportunities	9	I can precisely devise product sales strategies in accordance with marketing objectives.	38 24%	75 47%	37 23%	8 5%	3 2%	161 100%	77.0	Good
	10	I possess the ability to identify the business opportunities present in the surrounding environment.	31 19%	89 55%	33 20%	5 3%	3 2%	161 100%	77.4	Good
	11	I can adeptly react to business opportunities.	30 19%	89 55%	33 20%	5 3%	4 2%	161 100%	76.9	Good
Improvement of Business Management Skills	12	I am aware that I have the ability to generate business opportunities.	35 22%	79 49%	34 21%	11 7%	2 1%	161 100%	76.6	Good
	13	I can ascertain an appealing and informative packaging design.	42 26%	77 48%	34 21%	7 4%	1 1%	161 100%	78.9	Good
	14	I am capable of devising captivating and informative product promotional strategies.	43 27%	75 47%	32 20%	8 5%	3 2%	161 100%	78.3	Good
	15	With effective communication skills, I can generate consumer interest in purchasing products.	38 24%	68 42%	36 22%	15 9%	4 2%	161 100%	75.0	Good
	16	I can proficiently and effectively implement a business plan.	21 13%	82 51%	45 28%	11 7%	2 1%	161 100%	73.5	Good
	17	I am adept at creating thorough and organized sales summaries.	34 21%	79 49%	36 22%	11 7%	1 1%	161 100%	76.6	Good

Source: Data processed by researchers (2023)

According to the table 2, it is evident that the majority of responses for each statement item related to the implementation of the P5 Entrepreneurship Theme at SMA Negeri 1 Balongpanggang Class XI are "Agree." This suggests that the application of the P5 Entrepreneurship Theme among students of Class XI at SMA Negeri 1 Balongpanggang has been successful.

The table below showcases the evaluations provided by respondents for each statement representing the indicators within the variable of entrepreneurial attitudes.

Table 3. Assessment Results of Entrepreneurial Attitudes

Indicators	No	Statement	SA	A	N	D	SD	Sum	TCR	Category
Cognitive	1	I am convinced that the knowledge and practical experience gained through the P5 Entrepreneurship Theme will be valuable for the future.	68 42%	67 42%	19 12%	3 2%	4 2%	161 100%	83.9	Good
	2	I am confident that involvement in the P5 Entrepreneurship Theme activity will lead me to success as an entrepreneur.	48 30%	78 48%	29 18%	2 1%	4 2%	161 100%	80.4	Good
	3	I hold the belief that engaging in entrepreneurship will lead to my success.	57 35%	71 44%	25 16%	5 3%	3 2%	161 100%	81.6	Good
Affective	4	I have a strong affinity for aspects related to entrepreneurship.	41 25%	83 52%	28 17%	5 3%	4 2%	161 100%	78.9	Good
	5	After engaging in P5 Entrepreneurship Theme activities, I hold a positive outlook on becoming an entrepreneur.	25 16%	79 49%	37 23%	14 9%	6 4%	161 100%	72.8	Good
Conative	6	I endeavor to acquire entrepreneurial knowledge through independent or group activities within the framework of the P5 Entrepreneurship Theme.	46 29%	84 52%	23 14%	7 4%	1 1%	161 100%	80.7	Good
	7	I actively and responsibly engage in all activities related to the P5 Entrepreneurship Theme.	51 32%	70 43%	31 19%	6 4%	3 2%	161 100%	79.9	Good
	8	I collaborate effectively within groups to accomplish established goals.	59 37%	83 52%	15 9%	2 1%	2 1%	161 100%	84.2	Good

Source: Data processed by researchers (2023)

The table data illustrates a predominant trend of "Agree" and "Strongly Agree" responses among Class XI students at SMA Negeri 1 Balongpanggung, representing various statements related to entrepreneurial attitude. This prevalence suggests the presence of an entrepreneurial mindset among these students.

Prior to hypothesis testing, it is imperative to conduct classical assumption tests to ensure the validity of the analysis. These tests include normality, multicollinearity, heteroscedasticity, and linearity tests. The results of the normality test, determined by a significance value of $0.200 > 0.05$, indicate that the residual values follow a normal distribution. The results of the multicollinearity test, assessed through the TOL and VIF values for both the implementation of the P5 Entrepreneurship Theme variable (X1) and the entrepreneurial attitude variable (X2), indicate consistency. Each variable exhibits a TOL value of $0.414 > 0.100$ and a VIF value of $2.413 < 10.00$, suggesting the absence of multicollinearity symptoms. Similarly, the results of the heteroscedasticity test, as determined by the significance values for X1 (0.119) and X2 (0.394), both exceeding 0.05, lead to the conclusion that there are no indications of heteroscedasticity. The linearity test results, indicated by the Deviation from Linearity value of $\text{sig } 0.101 > 0.05$, allow us to conclude that there exists a linear relationship between the independent variable and the dependent variable. Based on the detailed results, it can be affirmed that the values obtained from the classical assumption tests on the regression model are acceptable and meet the criteria for BLUE (Best Linear Unbiased Estimators). Subsequently, the outcomes of the multiple linear regression analysis, t-test, F test, and R2 are elaborated, accompanied by respective tables for each test.

Table 4. Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	11.450	2.392
	Implementation P5 Entrepreneurship Theme (X1)	0.326	0.053
	Entrepreneurial Attitude (X2)	0.996	0.107

Source: Data processed by researchers (2023)

From Table 4, the multiple linear regression equation is obtained as follows,

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$$

$$Y = 11,450 + 0,326X_1 + 0,996X_2 + e$$

The interpretation of the obtained equation is as follows: (1) The constant value is positively estimated at 11.450, indicating a unidirectional influence denoted by the positive sign. This suggests that as both the implementation of the P5 Entrepreneurship Theme (X1) and entrepreneurial attitude (X2) increase, students' interest in entrepreneurship (Y) will also increase. (2) The regression coefficient value for the implementation of the P5 Entrepreneurship Theme (X1) is positively estimated at 0.326. This signifies that as the implementation of the P5 Entrepreneurship Theme (X1) increases, the entrepreneurial interest (Y) of students also increases. (3) The regression coefficient value for Entrepreneurial Attitude (X2) is positively estimated at 0.996. This indicates that as entrepreneurial attitude (X2) increases, the entrepreneurial interest (Y) of students also increases.

Table 5. t-Test Results

Model		t	Sig.
1	(Constant)	4.787	.000
	Implementation P5 Entrepreneurship Theme (X1)	6.155	.000
	Entrepreneurial Attitude (X2)	9.324	.000

Source: Data processed by researchers (2023)

As per Table 5, the significance value in the t-test for both X1 and X2 is 0.000, which is less than 0.05. This suggests that there is a partial influence of the independent variables on the dependent variable. Specifically, the implementation of the P5 Entrepreneurship Theme variable (X1) influences the entrepreneurial interest variable (Y), and similarly, the entrepreneurial attitude variable (X2) influences the entrepreneurial interest variable (Y).

Table 6. F Test Results

Model	F	Sig.
1 Regression	256.583	.000

Source: Data processed by researchers (2023)

According to Table 6, the significance value in the F test is 0.000, which is less than 0.05. This indicates that there is a simultaneous influence between the independent variables on the dependent variable. Therefore, it can be concluded that both the implementation of the P5 Entrepreneurship Theme variable (X1) and the entrepreneurial attitude variable (X2) influence the entrepreneurial interest variable (Y).

Table 7. Coefficient of Determination Test Results (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874	.765	.762	4.802

Source: Data processed by researchers (2023)

According to Table 7, the R Square value is 0.765, equivalent to 76.5% in percentage form. This indicates that the combined influence of the implementation of the P5 Entrepreneurship Theme variable (X1) and the entrepreneurial attitude variable (X2) on the entrepreneurial interest variable (Y) amounts to 76.5%. The remaining 23.5% of influence is attributed to variables not examined in this research. Thus, based on Chin (1998), the R Square value is categorized as strong.

Discussion

The Influence of Implementing P5 in the Merdeka Curriculum with the Entrepreneurship Theme on the Entrepreneurial Interest of Students at SMA Negeri 1 Balongpanggang Class XI

After conducting the analysis, it was determined that the implementation of the P5 Entrepreneurship Theme (X1) indeed influences entrepreneurial interest (Y). The hypothesis was tested using a t-test, and according to the criteria for decision-making, it was established that the implementation of the P5 Entrepreneurship Theme (X1) does affect entrepreneurial interest (Y). Encouraged by the findings of earlier studies carried out by Ardiyani & Kusuma (2016), Putri (2017), Ferreira et al. (2017), Choironi (2018), and Indriyani (2021) which shows that entrepreneurial interest is influenced by entrepreneurship education. Where in this research, the content in P5 of the Entrepreneurship Theme includes entrepreneurship education. In the research of Ferreira et al. (2017) conducted on Brazilian University students, stated that entrepreneurship education shapes entrepreneurial interest by fostering increased self-efficacy, thereby stimulating enthusiasm for entrepreneurship. (Bae et al., 2014). From this perspective, despite variations in educational curricula, community settings, national contexts, and student characteristics, entrepreneurship education exerts a consistent influence on students' interest in entrepreneurship. The findings of this study validate and align with prior research indicating that entrepreneurship education significantly impacts entrepreneurial interest. Notably, entrepreneurship education emerges as the predominant variable shaping students' entrepreneurial interest (Latifah et al., 2023). Concerning the regression analysis, it is evident that the regression coefficient value associated with the Implementation of P5 Entrepreneurship Theme (X1) is positive. This positive coefficient signifies a directional impact, indicating that as the implementation of the P5 Entrepreneurship Theme (X1) increases, so does the entrepreneurial interest (Y) of students. The inclusion of P5 can serve as a response to contemporary challenges, encompassing both the industrial revolution and shifts in ideological paradigms. This assertion is supported by the prevalence of "Agree" responses among respondents regarding each affirmative statement representing the implementation of the P5 Entrepreneurship Theme (X1). Furthermore, an examination of distribution tendencies reveals that the adoption of the P5 Entrepreneurship Theme at SMA Negeri 1 Balongpanggang Class XI falls within the medium category, with 109 respondents, constituting 68% of the total sample.

The Influence of Entrepreneurial Attitude on Entrepreneurial Interest of Students at SMA Negeri 1 Balongpanggang Class XI

Upon analysis, it was determined that entrepreneurial attitude (X2) indeed influences entrepreneurial interest (Y). The hypothesis was tested using a t-test, and according to the decision-making criteria, it was established that entrepreneurial attitude (X2) has a significant impact on entrepreneurial interest (Y). Previous research explains the relationship between these two things, based on research conducted by Ardiyani & Kusuma (2016), Munawar & Supriatna (2018), also Prasetya & Ariska (2021) that attitude influences entrepreneurial interest. In research Fitzsimmons & Douglas (2005), it was found that entrepreneurial attitudes influence entrepreneurial interest. Although in this research there are elements of cross-cultural differences, namely in India, China, Thailand, and Australia. This further affirms that irrespective of diverse cultural backgrounds and personal traits, possessing an entrepreneurial attitude can positively impact interest in entrepreneurship. Regarding the regression findings, it was observed that the regression coefficient value associated with Entrepreneurial Attitude (X2) was positive, indicating a directional effect. This suggests that as entrepreneurial attitudes (X2) increase, so does students' interest in entrepreneurship (Y). Analysis of the gathered data revealed a prevalence of "agree" responses from respondents across all positive statements representing the Entrepreneurial Attitude (X2) variable. Additionally, based on the distribution tendencies, it was determined that the entrepreneurial attitude among Class XI students at SMA Negeri 1 Balongpanggang falls within the medium category, with 113 respondents, constituting 70% of the total sample.

The Influence of Implementing P5 in the Merdeka Curriculum with Entrepreneurship Themes and Entrepreneurial Attitudes on the Entrepreneurial Interest of Students at SMA Negeri 1 Balongpanggang Class XI

Based on the conducted analysis, it was revealed that both the implementation of the P5 Entrepreneurship Theme (X1) and entrepreneurial attitude (X2) significantly influence entrepreneurial interest (Y). The hypothesis was tested using an F test, and according to the criteria for decision-making, it was confirmed that both the implementation of the P5 Entrepreneurship Theme (X1) and entrepreneurial attitude (X2) indeed impact entrepreneurial interest (Y). The relationship between these two things was explained in previous research by Prasetya & Ariska (2021) where entrepreneurial attitudes and education have a positive effect on interest in entrepreneurship. Ardiyani & Kusuma (2016) explains that 58.9% of variations in interest in entrepreneurship are influenced by variations in attitudes, education, and family environment, while other factors account for the remaining 41.1%. Oktavia (2010) stated that entrepreneurial interest is shaped by both internal and external factors. Internally, entrepreneurial attitudes play a significant role, while externally, educational factors such as the incorporation of P5 Entrepreneurship Themes within the latest curriculum, known as the Merdeka Curriculum, also exert influence. The results of the R Square test, also referred to as the coefficient of determination in this study, corroborate this assertion. It was determined that the combined effect of the implementation of the P5 Entrepreneurship Theme variable (X1) and the entrepreneurial attitude variable (X2) accounted for 76.5% of the variance in the entrepreneurial interest variable (Y), leaving 23.5% of the variance attributable to external variables not examined in this study.

CONCLUSION

The following conclusions were drawn after the analysis results were determined, (1) The implementation of P5 in the Independent Curriculum with the Entrepreneurship Theme influences the entrepreneurial interest of students at SMA Negeri 1 Balongpanggang. This means that providing entrepreneurship material and assignments in the form of projects can foster students' interest in entrepreneurship. (2) Entrepreneurial attitudes influence the entrepreneurial interest of students at SMA Negeri 1 Balongpanggang. This means that an entrepreneurial attitude that already exists within or is trying to instill in students can foster an interest in entrepreneurship. (3) Implementation of P5 in the Merdeka Curriculum with the Entrepreneurship Theme and entrepreneurial attitude influences the entrepreneurial interest of students at SMA Negeri 1 Balongpanggang. The constant value shows a positive outcome, indicating a unidirectional influence between the independent and

dependent variables. This research means that when the implementation of the P5 Entrepreneurship Theme (X1) and entrepreneurial attitude (X2) increases, then the entrepreneurial interest (Y) of students also increases.

Based on research findings, here are some suggestions to consider: (1) Incorporating the P5 program within the Independent Curriculum, focusing on Entrepreneurship, offers graduating high school students avenues for post-graduation endeavors if they choose not to pursue higher education. Students could engage in assigned business projects under this program, supported by teachers, to foster business acumen. Activities might include organizing off-campus events like bazaars, venturing into online product marketing via e-commerce platforms, and hosting guest speakers versed in contemporary entrepreneurship trends. This initiative equips students with diverse knowledge, practical experience, and a genuine enthusiasm for entrepreneurial pursuits by the time they finish high school. (2) Evidence suggests that involvement in P5 Entrepreneurship Theme activities correlates with heightened student interest in entrepreneurship. The research notably revealed that students predominantly envisioned themselves as successful entrepreneurs through active participation in P5 Entrepreneurship Theme activities. Consequently, the school should maintain and assess both content and support mechanisms to ensure that the imparted knowledge effectively guides students towards entrepreneurship. The study underscores several critical areas deserving attention for further enhancement, notably in equipping students with comprehensive understanding of business plans. Of particular significance is the observation that neutral responses were notably prominent in statements concerning the ability to create detailed product designs and establish intricate production flows, both crucial aspects of business operations. Recognizing the importance of these competencies in business management, schools could organize industrial site visits to provide students with firsthand exposure to practical business insights. Such initiatives aim to deepen students' comprehension of business planning concepts and foster practical skills essential for entrepreneurial success. (3) This study revealed that the implementation of the P5 Entrepreneurship Theme variable, along with the entrepreneurial attitude variable, collectively accounted for 76.5% of the influence on students' interest in entrepreneurship. Building on this insight, future research endeavors could aim to elucidate additional factors shaping students' entrepreneurial interest by introducing independent variables beyond those examined in this study. Such endeavors hold the promise of enriching our understanding of the multifaceted determinants impacting students' inclination towards entrepreneurship.

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