

The implementation of the *Projek Penguatan Profil Pelajar Pancasila* with the theme of Employment as an Effort to Achieve Vocational Education Goals

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Abstract

Unemployment is one of the social problems occurring in Indonesia. Unemployment is dominated by vocational school graduates. Ideally, vocational schools are educational institutions that emphasize the formation of students to be ready and capable of facing the demands of the workforce and industry. However, in reality, vocational school graduates contribute significantly to the high rate of open unemployment in Indonesia. Therefore, various efforts and strategies have been made by various parties including schools to address this issue. One of these strategies is through the *Projek Penguatan Profil Pelajar Pancasila* or P5. Thus, the aim of this research is to describe and analyze the implementation of P5 with the theme of employment as an effort to achieve vocational education goals carried out at SMK Syubbanul Wathon in Tegalrejo in Magelang Regency. The approach used in this research is qualitative research with a case study design. The techniques used by the researcher to collect research data are through interviews, observations, and document studies. The results of this research indicate that the implementation of P5 with the theme of employment not only shapes students to have abilities according to the demands of the business world and industry through activities such as creating job application letters and CVs as well as interview simulations but also shapes characters in accordance with the *profil pelajar Pancasila* needed to compete in the global competence arena and support and provide a strong foundation for the competencies possessed by students to avoid misdirection.

Keywords: *Projek Penguatan Profil Pelajar Pancasila; Employment; Vocational High School; Vocational education goals.*

I. Introduction

The twenty-first century is marked by the massive use of technology and information in various aspects of life. This is due to the rapid development of technology and information in this century. Therefore, as an effort to face the twenty-first century, every individual is required to master various competencies needed to address various uncertainties and impacts resulting from the rapid development of technology and information happening in the present era. Each individual is expected to have skills such as communication, critical thinking, collaboration, and creativity to compete and be prepared to face the challenges and issues caused by the rapid development of technology and information. The rapid development of technology and information in the twenty-first century also has an impact on life. If technology and information development can be utilized effectively, it will provide various opportunities and benefits to individuals who can utilize them. Conversely, if technology and information development cannot be anticipated in a structured and systematic way, it will have detrimental effects on both oneself and others [1]. For example, poorly anticipated technological advancements can lead to negative mindsets and lifestyles such as consumerism, hedonism, and individualism in individuals [2].

Education plays a crucial role in preparing individuals with the necessary skills for the twenty-first century. Currently, education should not only focus on improving achievements measured solely by numbers. In other words, the educational process today should not only emphasize knowledge but also other aspects that support individuals to face the challenges and uncertainties of the twenty-first century. One aspect that needs to be developed in individuals through the education process is skills. Developing skills in individuals through an educational process is essential to produce skilled and competent individuals according to their talents and interests. Education processes in Indonesia are not only oriented towards knowledge but also skills and attitudes. This is stated in Article 1 of the National Education System Law, which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state". Thus, education aimed at developing skills for individuals is something that must be implemented to equip individuals to face various challenges and issues that arise in the twenty-first century.

Vocational High Schools, abbreviated as SMK, are formal educational institutions at the secondary level that provide vocational programs. As institutions providing vocational programs, SMK plays an important role in conducting learning processes that not only focus on knowledge but also emphasize skills and attitudes/characteristics of students. This refers to the goals of SMK itself

based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2018 concerning the National Standards of Vocational High Schools/Vocational Madrasah Aliyah which is part of the national education system that has vocational education goals. The goals of vocational education are to produce skilled workers who have capabilities according to the demands of the business/industry world, and are able to develop their potential to adopt and adapt to the developments in science, technology, and the arts. It is expected that students will have graduate profiles that not only have productive abilities according to their expertise to work and become entrepreneurs but also able to master knowledge, technology, and arts and have skills according to the needs of development.

However, in reality, the learning process in SMK is still considered not optimal in producing SMK graduate profiles that align with vocational education goals. This can be seen from the percentage of open unemployment rates based on education levels published by the Central Statistics Agency (BPS). Quoting data from the BPS website, the percentage of open unemployment rates in 2021 - 2022 mostly came from SMK graduates despite a decrease. In 2021, the open unemployment rate for SMK graduates reached 11.13%, the highest among other education levels which reached 9.09% for high school, 6.45% for junior high school, 5.98% for university, 5.87% for diploma, and followed by elementary school graduates at 3.61%. Meanwhile, in 2022, there was a decrease in the percentage of unemployment rates. However, in 2022, SMK graduates still had the highest unemployment rate compared to other graduates at 9.42%, followed by high school at 8.57%, junior high school at 5.95%, university at 4.8%, diploma at 4.59%, and elementary school at 3.59% [3].

There are several factors that cause SMK graduates to have the highest open unemployment rates in Indonesia from year to year. These factors include age, gender, marital status, location of residence, and qualifications of educational majors [4]. In addition, the low quality of SMK schools, the limited quantity and quality of productive/vocational teachers, the suboptimal role of business partners, and the mismatch between the competencies developed by schools and the skills needed by the business or industrial world are also factors causing SMK graduates to have the highest unemployment rates compared to other graduates [5]. Another factor contributing to the high percentage of unemployment rates among SMK graduates is rapid changes in the industry, limited labor market awareness, inappropriate program choices, inadequate collaboration and consultation with industry, mismatch between curriculum and field practices, and limited soft skills [6].

Various efforts have been made to address the issue of high unemployment rates among SMK graduates. One of the efforts made by the government to reduce the unemployment rate among SMK graduates is by revitalizing SMKs, which are expected to reduce the mismatch between educational competencies and the types of jobs for SMK graduates (mismatch) [7]. In addition, developing local

wisdom dimensions into entrepreneurship can also be done to anticipate unemployment rates among SMK graduates. This is because through the development of local wisdom into entrepreneurship, SMK graduates are able to create job opportunities independently [8]. Another effort to reduce the unemployment rate among SMK graduates is by optimizing the role of Special Job Markets (BKK) in channeling SMK graduates into the workforce. The BKK strategy in optimizing its role to address unemployment rates among SMK graduates includes negotiating with business partners and the government as students in placing industrial work practice participants, collaborating with local Manpower and Transmigration Agencies related to internships and placement of SMK graduates, and creating a database for alumni tracking both those who are employed and unemployed [9].

In addition to the above efforts, the project-based learning activity of strengthening the Pancasila student profile or abbreviated as P5, especially on the theme of employment, can also be another alternative in addressing the issue of high unemployment rates among SMK graduates. P5 is a project-based extracurricular activity aimed at encouraging students to become competent, characterful, and behave in accordance with Pancasila values. Moreover, P5 activities with employment themes aim to provide students, especially in SMKs, with an understanding of employment, job opportunities, and work readiness to improve their capabilities according to their expertise [10]. Thus, this research aims to describe and analyze the implementation of the employment-themed P5 activities at SMK Syubbanul Wathon Tegalrejo in Magelang Regency to prepare students to face the workforce and industry, thereby achieving the vocational education goals of the school.

II. Method

This research utilizes a qualitative research approach with a case study design. This approach was chosen by the researcher because the intention is to describe and analyze how the implementation of the Pancasila student profile strengthening project with the theme of employment can be used as an effort to prepare students in vocational high schools (SMK) to face the workforce and industry. Through the case study research, the researcher conducts in-depth exploration and analysis regarding the implementation of the employment-themed P5 as an effort to achieve the goals of vocational education in SMK.

The research was conducted at SMK Syubbanul Wathon in Tegalrejo, Magelang Regency or hereinafter abbreviated as SMK SW Tegalrejo. The participants in this research are students, both male and female, in the Pasha cohort at that school. Other participants include P5 facilitators consisting of homeroom teachers and non-homeroom additional teachers. The informants in this

research include the curriculum vice principal, P5 coordinator, and two facilitators. Informants are needed in this research to provide information related to the research background and situation in a research context [11]. The details of the informants in this research are presented in Table 1.

Table. 1

List of Informants

| No. | Initial | Gender | Position |
|-----|---------|--------|---|
| 1. | DES | Female | Vice principal of curriculum / Math teacher |
| 2. | BKJ | Male | Industrial cooperation staff/Coordinator of P5/Bahasa teacher |
| 3. | RW | Female | Head of library /facilitator of P5/Bahasa teacher |
| 4. | MS | Male | Vice principal of industrial cooperation/ facilitator of P5/ DKV teacher. |

The data collection techniques used in this research are interviews, observations, and documentation. The researcher uses a tool as a guide to help in the data collection process at the research site, called a research instrument. The research instruments used by the researcher during data collection at the research site consist of interview guidelines, observation guidelines, and documentation guidelines. The data obtained in this research come from both primary and secondary sources. Primary data are obtained by the researcher through interview activities and observations, while secondary data are obtained through document studies.

The data analysis model used in this research is the Miles and Huberman model or the interactive model. The activities in the Miles and Huberman data analysis model include data reduction, data display, and conclusion drawing/verification [12]. The validity testing of the data used in this research employs the credibility testing criteria with triangulation source technique by comparing research findings obtained from interview data between one informant and another.

III. Results and Discussion

The General Overview of the Research Location

SMK Syubbanul Wathon Tegalrejo, Magelang Regency, or commonly known as SMK SW Tegalrejo, is one of the educational institutions under the auspices of the Syubbanul Wathon Foundation and embraces the grand objectives of Nahdlatul Ulama (NU). Established on April 17, 2007, it is situated at Kyai Abdan Street No. 3, Tepo Hamlet, Dlimas Village, Tegalrejo District, Magelang Regency, Central Java Province. SMK SW Tegalrejo's motto is Polite, Independent, Creative, and Achieving (Santri). It is a pesantren-based school; thus, all students are required to reside in the boarding school dormitories.

As a vocational school, SMK SW Tegalrejo offers three areas of expertise (programs) that students can choose based on their interests. These areas include Computer Networking Engineering (TKJ), Visual Communication Design (DKV), and Fashion Design (TB). The vision of this school is to produce graduates of excellent quality, competitive in technology, globally aware, and morally upright. The school has several facilities and infrastructure in good condition, including 18 classrooms, a library and reading room, ICT laboratories, principal's office, administration room, teachers' workroom, 8 student toilets, 3 teacher toilets, a multipurpose hall (GOR), counseling room, health unit, 3 student dormitories, production unit, mosque, 5 multimedia practice rooms, 5 TKJ practice rooms, and 3 fashion design practice rooms.

Learning activities at SMK SW Tegalrejo are conducted through intra-curricular, extracurricular, and co-curricular activities, including the *Projek Penguatan Profil Pelajar Pancasila* (P5). Intra-curricular activities consist of routine learning activities in general subjects, vocational subjects, and pesantren content (specifically for 10th grade). In addition to intra-curricular activities, learning at this school also occurs through extracurricular activities aimed at developing students' potential, talents, interests, abilities, personalities, cooperation, and independence to support the achievement of national educational goals. Extracurricular activities at this school are divided into mandatory and elective extracurricular activities.

Aside from intra-curricular and extracurricular learning activities, P5 is a mandatory learning activity at SMK SW Tegalrejo. This is because it is one of the schools that implement the Merdeka Curriculum (KM), where the KM curriculum structure includes P5, which is implemented periodically at the school. The implementation of P5 activities in this school is done using a block system, combining project time allocations from each subject through eight predetermined themes, and during student activities scheduled for specific agendas such as language month activities or the selection of IPNU and IPPNU chairpersons.

Implementation of P5 on the Theme of Employment as Efforts to Achieve Vocational Education Goals at SMK Syubbanul Wathon Tegalrejo

SMK Syubbanul Wathon Tegalrejo in Magelang Regency is a formal educational institution that offers vocational programs. As part of the educational institution providing vocational programs, It is part of the national education system with vocational education goals. Referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2018 concerning the National Standards for Vocational High Schools/Madrasah Aliyah Vocational Schools, the goal of vocational education is to produce skilled workers who have abilities according to the demands of

the business/industry world, and who can develop their potential to adopt and adapt to the developments in science, technology, and the arts. Based on the aforementioned regulation, SMK SW Tegalrejo, directly or indirectly, also has the responsibility and role to conduct learning activities aimed at producing students who have skills and abilities in line with the demands of the business world or industry.

One of the ways undertaken by this school to achieve and realize the aforementioned vocational education goals is by implementing *Projek Penguatan Profil Pelajar Pancasila (P5)* with the theme of employment. The employment-themed P5 activity organized by this school is a form of obligation and responsibility of the school in implementing the Merdeka Curriculum. The employment-themed P5 learning is mandatory for vocational high schools. This is because P5 learning is part of the Merdeka Curriculum structure, in addition to intracurricular learning that must be implemented, especially for schools that have implemented the Merdeka Curriculum. The employment-themed P5 project activities held at this school from February 12 to 13, 2024, focused on the topic of Workplace Communication.

According to DES, the main purpose of conducting the P5 activity is to cultivate the character of Pancasila student profiles in students. Based on the Decree of the Head of the Education and Assessment Standards Agency of the Ministry of Education and Culture Number 009/H/KR/2022 Regarding Dimensions, Elements, and Sub-elements of Pancasila Student Profiles in the Merdeka Curriculum, the Pancasila student profile is a translation of the national education goals that serve as the main reference in directing education policies, including in building the character and competencies of students. The Pancasila student profile consists of six dimensions: faith, piety to God Almighty, independence, mutual cooperation, global diversity, critical thinking, and creativity. Thus, the existence of the Pancasila student profile is expected to produce students who have noble morals, global competitiveness, are able to carry out tasks independently, able to collaborate with anyone and anywhere, have critical thinking skills, and have creative ideas to be developed [13].

BKJ stated that the purpose of conducting the P5 activity, especially on the employment theme, is to equip students to be ready to enter the workforce after graduation. This consideration is also made because one of the graduate profiles from vocational high school students is job readiness, hence the preparation for entering the workforce or industry. Specifically for class XI (Pasya generation), the topic/sub-theme of this P5 activity is "Work Communication," where the form of this project is on February 12th, students were assigned to create job application letters to specific companies (of their choice) with skills tailored to each student. These job application letters were handwritten on paper provided by the facilitator, and once completed, the results were collected back by the facilitator in charge of the class. In addition to creating job application letters, students were also tasked with

designing and creating Curriculum Vitae (CV) according to their creativity. These CVs were then submitted online through the link provided by the facilitator.

On February 13, 2024, the P5 project activity was a job interview simulation based on the CVs previously submitted through the provided link. Each student was asked to conduct a simulated job interview for approximately 10 minutes with the facilitator acting as the HRD. The facilitator would ask questions and confirm the job application letter and CV created and submitted by the students earlier. Every student was required to participate in the interview simulation as part of the assessment process in P5. The project activities on February 12, 2024, were conducted entirely in the Computer Lab, Multimedia Lab, and TKJ Lab. As for the P5 activities on February 13, 2024, they were conducted in the Computer Lab or other designated locations according to the students' and facilitators' preferences, as RW conducted the interview simulation for students in the library reading room. The P5 activities for male and female classes were conducted separately. The P5 activities for male students are conducted in the morning session from 7:15 to 11:30 AM. Meanwhile, for female students, they are held in the afternoon session from 1:00 to 5:00 PM.

At this stage, it starts with a briefing and socialization session regarding the flow of P5 activities by the P5 coordinator with the facilitator team. The briefing is a brief communication aimed at reminding, clarifying, and unifying understanding of something considered crucial for the final outcome/objective [14]. At this stage, the coordinator explains to the facilitators the guidelines they need to follow, such as the activity flow, tasks to be done by facilitators, whom to contact in case of issues or difficulties, and so on. This phase also involves the curriculum head to provide clarification regarding the P5 implementation for optimal execution. The initial phase of the project involves all 11th-grade homeroom teachers assisted by one non-homeroom teacher each. Considering there are 11 classes in the Pasya cohort, a total of 11 non-homeroom teachers are involved, meaning each class consists of two facilitator teams.

Facilitators play a crucial role in executing the occupational-themed P5. They are responsible for controlling, guiding, directing, and advising students throughout the project to ensure smooth execution according to the plan [15]. Facilitators have a significant role and responsibility to optimize the project activities and engage students actively from the beginning to the end. They accompany students, ensure they carry out project activities properly, and make sure that the project's predefined targets and objectives are achieved.

The P5 activities start with a morning assembly, a routine activity held before the start of learning activities at this school. The assembly aims to build character traits such as discipline, responsibility, and mutual respect among students. It also trains students to manage their time effectively [16]. The assembly takes place in the school's courtyard, lasting about 10 to 15 minutes. For male students, it

starts from 7:00 to 7:15 AM, while for female students, it begins from 12:50 to 1:00 PM. The assembly includes prayers, recitation of blessings, uniform check, guidance, motivation, and information from the assembly supervisor. The assembly supervisor comprises teachers who take turns. BKJ expresses that the activities in initiating a project are almost similar to the activities in initiating regular intracurricular (subject) learning. However, the forms of activities conducted by facilitators in initiating project activities vary, although they still follow the predetermined flow.

BKJ, who is the P5 coordinator and also a facilitator team in Pasya 6 class, initiates project activities by greeting students, taking attendance, introducing/conveying instructions and project materials to students, and inviting students to carry out project activities. What BKJ expressed is supported by observation data collected by researchers. Based on the observations by the researchers, the implementation of P5 activities begins with an explanation and presentation of materials by the facilitator. The facilitator first explains the material and also the assignments that students will do on that day, then the facilitator allows students to work on their tasks, which are creating a CV and job application letter for the first day, and job interview simulation for the second day of P5 implementation.

MS, as a facilitator in Pasya 3 class, also expressed the same thing regarding initiating project activities. The initiation of project activities is carried out by providing guidance and explanations to students related to project materials, namely how to create a CV and job application letter. Meanwhile, another facilitator, RW, as a facilitator in Pasya 9 class, initiates project activities by first explaining the procedures that students must follow during P5 activities, and ensuring that students are ready to carry out the project. Furthermore, RW also uses videos to explain materials related to the P5 topic, such as showing videos on how to write a good job application letter, create a good CV, and videos related to proper job interview simulations.

MS stated that overall, the students are very enthusiastic and interested in participating in P5 activities. Furthermore, MS conveyed that the level of enthusiasm among students in participating in the project activities is between 85% to 90%. The same sentiment was also expressed by BKJ, where the level of enthusiasm among students in participating in P5 activities is very high. This is because the themes and topics of the projects conducted align with the students' needs. RW also expressed the same thing regarding the enthusiasm of students in participating in P5 activities. According to RW, students are very enthusiastic about participating in P5 activities on the job theme. This high enthusiasm is evident as none of the students feel sleepy during P5 activities.

Various efforts are made by facilitators to keep students actively engaged in P5 activities. BKJ stated that the strategy to keep students engaged in P5 activities is by not dominating the class; meaning that the dominant presence in the class should be the students, not the facilitators. Students

are allowed to explore as much as possible according to their creativity without excessive intervention from facilitators. Facilitators only guide, assist, and provide solutions to students if they encounter difficulties during project implementation. Additionally, facilitating discussions with students regarding P5 implementation is also done to ensure active participation. Based on observations by researchers, facilitators also conduct spot checks to ensure that students are working on their tasks properly and not accessing social media until their project tasks are completed, as a way to ensure active participation and ensure that students complete their tasks properly.

Based on observations by researchers, one of the roles performed by facilitators to actively involve students from the beginning of the project is to always remind them not to access social media before completing their tasks. Additionally, facilitators periodically remind and prompt students about tasks that have not been submitted and encourage them to promptly complete their project tasks. Facilitators also constantly check the progress of students' task submissions and periodically remind students who have not submitted their project tasks to do so promptly. Facilitators also provide feedback and motivation based on the projects completed by students. Furthermore, facilitators play a role in guiding students to cultivate positive work values. Cultivating positive work values can provide several benefits for students. A positive work culture will affect students' motivation, enthusiasm, and engagement in participating in P5 activities. When students feel valued, they will be motivated and enthusiastic to do their best in completing their tasks [17].

Based on observations by researchers, to ensure the continuous effectiveness of P5 activities, facilitators enlist non-class teachers as co-facilitators to accompany the homeroom teacher as facilitators to ensure that P5 activities run according to the design predetermined by the P5 coordinator. Facilitators and co-facilitators together accompany and supervise students from the beginning to the end of P5 activities. If one facilitator has any business or obstacles to accompany students, there will still be one facilitator who will handle students to ensure that P5 activities proceed smoothly according to the plan. Facilitators collectively monitor the progress of students' project tasks through Google Drive or student work sheets that have been submitted. Facilitators also constantly provide solutions to any problems that arise during project implementation by approaching students who are experiencing difficulties so that P5 projects can proceed smoothly without obstacles.

The activity on the last day, also serving as the conclusion of the series of P5 activities, is to conduct a job interview simulation between students and each facilitator. Students individually conduct job interview simulations in places provided by facilitators. The job interview simulation activity is carried out in the computer lab or in a location designated by the facilitator, such as the school library reading room. The purpose of the job interview simulation activity between students

and facilitators is to allow students to experience a job interview directly in a company and to train the mental readiness of students, especially when they enter the workforce after graduating from vocational school. The job interview simulation activity is useful for equipping students with various tips and tricks in facing job interviews and improving their ability to speak in public [18]. Additionally, the job interview simulation activity provides several other benefits, including increasing self-confidence and improving verbal and non-verbal communication skills in students [19].

In the job interview simulation activity, facilitators will ask several questions, including those related to commonly asked questions by HRD, including confirming the job application letter and CV that have been created and submitted by students beforehand. BKJ and DES stated that, in this job-themed P5 activity, there is no specific learning celebration agenda, due to limited time allocation caused by several school agendas such as the SW Fest agenda and the pesantren agenda, namely *khataman*. However, for previous P5 activities with different themes, there were learning celebrations such as performing arts from various regions (Bhinneka Tunggal Ika theme) and exhibitions of recycling projects (sustainable lifestyle theme), which were conducted in the previous semester.

The implementation of the job-themed P5 activities carried out by SMK SW Tegalrejo through activities such as creating job application letters and CVs and conducting interview simulations, both directly and indirectly, is a form of the school's efforts to achieve the goals of vocational education through learning activities. In these activities, students are provided with knowledge and insights on how to properly create job application letters and CVs and are invited to experience and directly practice job interviews. This aims to instill high self-confidence and good communication skills in students as preparation for the realities of the workforce after graduation. Designing and creating CVs using computer media according to their creativity is also a manifestation of learning implementation in schools to achieve vocational education goals, namely the ability to develop one's potential to adopt and adapt to the development of science, technology, and arts.

In addition to aiming to produce skilled workers with abilities in line with the demands of the business/industrial world, as well as being able to develop their potential to adapt to the development of science, technology, and arts, P5 activities also contribute to building various character profiles of Pancasila students. Pancasila student profile characters are crucial to be developed in vocational school students so that they not only possess various skills and abilities required in the business and industrial world but also can compete in the global arena and demonstrate behavior in accordance with the values contained in the nation's life philosophy/Pancasila. Behaviors that align with Pancasila values are essential to be cultivated in Indonesian students to steer them away from deviant

behavior and instill a sense of responsibility in them [20]. Furthermore, building characters that align with Pancasila values in students is also expected to realize integrity, peaceful living, good morality, and the ability to compete in various fields among Indonesian students [21].

IV. Conclusion

Conclusion

Projek Penguatan Profil Pelajar Pancasila (P5) learning activities with the theme of employment and the sub-theme of workplace communication conducted at SMK Syubbanul Wathon Tegalrejo aim not only to prepare students to have skills in line with the demands of the business/industrial world and to develop students' potential to adapt to the development of knowledge, technology, and the arts but also to develop students' character to behave in accordance with the noble values of Pancasila. In shaping students to have skills in line with the demands of the business and industrial world, the employment-themed P5 activities at this school are carried out by assigning projects to students to create job application letters and curriculum vitae and to conduct interview simulations. The goal is for students to gain insights and knowledge about how to create proper job application letters and CVs. Furthermore, these activities are also conducted through interview simulations between students and facilitators. The purpose of the interview simulation is to build students' confidence and communication skills.

As for developing students' potential to adapt to the development of knowledge, technology, and the arts, students are given the freedom to design and create CVs by adopting examples provided and observing them online. Students are free to be creative using the school's computer facilities. This is a form of implementing 21st-century learning, utilizing existing technological advancements. In addition to fostering students' creativity potential, employment-themed P5 activities also play a role in building students' character traits in line with the Pancasila student profile. This is important considering that the character profile of Pancasila students is necessary to compete in the global arena and to provide a strong foundation for students' competencies to prevent them from going astray (misusing their competencies).

Suggestion

This research certainly still has limitations and shortcomings that need to be addressed in further research. The scope of this study is limited to one research location, so there is a need for more comprehensive research with a broader scope. Furthermore, future research is also expected to employ different research methods to strengthen the findings of this study.

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