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Implementation Of Entrepreneurship-Based P5ra Lkpd To Know The Creative Skills Of Ma Da'watul Khoir Nganjuk

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ABSTRACT
This study was conducted to determine the differences in creative skills of class A and B students who received the implementation of entrepreneurship-based P5RA LKPD at MA Da'watul Khoir Nganjuk. The method used in this study was a pre-experimental with a complete group comparison design. The groups involved in this study were class A (15 students) with the implementation of entrepreneurship-based P5RA LKPD without the help of product ideas, and class B (15 students) with the implementation of the same LKPD but with the help of product ideas. The instruments used in this study were interview guidelines, entrepreneurship-based P5RA LKPD, and student creative skills assessment sheets. The hypothesis used in this study (Ha) is that there is a significant difference between the creative skills of students who implemented entrepreneurship-based P5RA LKPD in class A and B. Hypothesis testing used the Mann-Whitney U-Test because the data obtained (students' creative skills scores) were not normally distributed. Ha is accepted if the significance value is <0.05. The results showed that the significance value obtained from each indicator of student creative skills assessment is <0.05. This shows that Ha is accepted, which means there is a significant difference between the creative skills of class A and B students. However, both classes have the same category in terms of their level of creative skills.

Keywords: *Entrepreneurship-based; LKPD P5RA; creative skills*

INTRODUCTION
Differentiated learning enables students to have a positive learning experience if they are able to develop their skills throughout the learning process. Education can be a platform for creative thinking, helping students develop their potential to face all changes and challenges. Creative skills are crucial to develop in the face of the rapid flow of globalization. The environment plays a crucial role in supporting the development of creative skills.

Creative skills also play a vital role in the educational process. The importance of these creative skills lies in four reasons: 1) creative thinking skills can actualize oneself as the ability to solve problems in various ways, 2) provide opportunities for self-actualization, 3) provide satisfaction within the individual, and 4) enable individuals to improve their quality of life (Fadiyah et al., 2024). Creative skills are a key requirement in 21st-century education, as students are expected to be able to face increasingly complex and unpredictable global changes and challenges. (Wafa et al., 2025).

The interview was conducted with Mr. Moch. Faizul Huda, S.Si., M.Pd as the principal of MA Da'watul Khoir Nganjuk on September 5, 2024. The results of the interview explained that MA Da'watul Khoir Nganjuk had conducted an assessment of students' creative skills, but had not yet mastered all aspects of the creative skills indicators. Based on these problems, a creative skills assessment needs to be carried out based on all indicators in the creative skills themselves. This research can be used as a form of creative skills assessment facilitated through Student Worksheets (LKPD) and integrated with the Pancasila Rahmatan Lil Alamin Student Profile Strengthening Project (P5RA) based on entrepreneurship. LKPD was chosen as a learning medium in the independent curriculum and is flexible so it can be integrated with other learning themes. This research combines the application of LKPD P5RA with Craft and Entrepreneurship learning (PKWU).

Student Worksheets (LKPD) are learning tools consisting of a series of questions and information

designed to understand complex ideas and guide students in carrying out activities systematically (Effendi et al., 2021). LKPDs generally contain tasks to be completed by students, instructions for completing them, and steps for completing both theoretical and practical tasks. The importance of LKPDs in a learning process requires that LKPDs be prepared with attention to quality in terms of content, design, media, and development methods. Through entrepreneurship-based LKPDs, students are guided to think creatively, innovatively, and actively during the learning process. A good LKPD must be comprehensive, that is, it can be utilized well by students, is interesting and inspiring for students to work on it, and is written in language that is easily understood by students. LKPDs can be a useful tool in improving educational activities and encouraging creative thinking if all aspects are met (Saleh et al., 2023).

The independent curriculum is the latest curriculum in diverse intracurricular learning, where teachers have the freedom to choose a variety of learning tools so that learning can be tailored to students' needs and interests. Projects to strengthen the achievement of the Pancasila Student Profile are developed based on specific themes determined by the government. These projects are not directed at achieving specific learning outcomes and are therefore not tied to subject content (Marsela et al., 2022). The Pancasila Student Profile Strengthening Project (P5) has a specific time allocation outside of the subject, and its implementation is closely linked to various school subjects. One example of P5's connection to biology, the theme "Sustainable Lifestyle," aims to introduce students to environmental issues and explore creative solutions that students can implement.

P5 activities are interdisciplinary learning activities in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies of the Pancasila Student Profile. Pancasila students are students who have mindsets, attitudes, and behaviors that reflect the universal noble values of Pancasila and uphold tolerance for the sake of national unity and world peace. Pancasila students also possess knowledge and thinking skills that include: critical thinking, problem solving, metacognition, communication, collaboration, innovation, creativity, and also information literacy (Haq et al., 2023).

In the implementation of P5RA learning, students are required to have the ability to compile a project. This project aims to help students develop their potential, skills in various fields, and independent learning. The need for independent learning is very important for a person, by having independence will grow self-confidence, individual self-ability, and control over the individual's abilities. The project in P5RA themed entrepreneurship is a teaching method initiated with the aim of encouraging student independent learning. Entrepreneurship is a separate discipline, has a systematic process, and can be applied in the form of the application of creativity and innovation. Entrepreneurship is a creative effort built on innovation to produce something new, has added value, provides benefits, creates jobs, and the results are beneficial to others.

The implementation of the P5RA Student Worksheet (LKPD) is a continuation of the previous implementation. The LKPD media used was previously implemented in 2023 at MA Bahrul Ulum Tambakberas. However, this LKPD was redeveloped with a more interesting design and content, then implemented with students at MA Da'watul Khoir Nganjuk. This is intended to make students more motivated in participating in learning. Based on the results of previous interviews, MA Da'watul Khoir has implemented learning media in the form of LKPD. The implementation of LKPD has been adjusted to the teaching module and school conditions. At MA Da'watul Khoir, LKPD-based practicums have never been implemented before, but creative skills in students are already evident from the LKPD that has been implemented.

The implementation of the entrepreneurship-based P5RA LKPD has never been implemented at MA Da'watul Khoir. The entrepreneurship activities implemented have not used LKPD as a learning medium, and have not led to P5RA activities such as art exhibitions. These activities are solely based on waste management and limited to online marketing. Waste management begins with product creation training, product manufacturing practices, and then the results are marketed online.

METHOD

This study is a study related to the influence of the P5RA Student Worksheet (LKPD) based on entrepreneurship on the development of creative skills of grade XI students of MA Da'watul Khoir Nganjuk. This study uses a quantitative method with a design form in the form of Pre-Experimental Designs, namely there are external variables that influence the formation of the dependent variable. The form of Pre-Experimental Designs used is Intact-Group Comparison, in this design there is one group used for research, but it is divided into two, namely half for group A (treatment) and half for group B

(control) (Sugiyono, 2022). The research paradigm is shown in Figure 3.1.

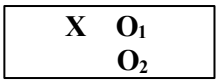

Figure 1. Research Design

Description:
O1 = measurement results for group A
O2 = measurement results for group B
Treatment effect = O1 – O2

In class A, the implemented worksheets were products created entirely based on the students' own ideas. Meanwhile, in class B, the implemented worksheets were products created based on ideas directed by the facilitator for each group. Next, students' creative skills were assessed to determine whether there were significant differences in the results of the worksheet implementation in class A and class B.

Student Creative Skills Assessment

The assessment of students' creative skills is obtained from the scores on the P5RA Student Worksheet (LKPD) based on entrepreneurship. This score consists of five levels: 1 = poor, 2 = unsatisfactory, 3 = sufficient, 4 = good, and 5 = very good. The calculation is performed using the following formula:

$$\text{Performance Score} = \frac{\text{sum of scores}}{\text{maximum score}} x\ 100$$

Next, the average creative skills score is calculated to determine the creative skills classification level achieved by the students. The calculation is performed using the following formula:

$$\text{Average} = \frac{\text{sum of all data scores}}{\text{sum of data scores}} x\ 100$$

Table 1. Creative Skills Score Classification (Lema et al., 2023)

category	Interval
Very creative	90-100
creative	80-90
quite creative	70-80
less creative	<70

Hypothesis Testing

The hypothesis testing in this study used the Mann-Whitney U Test. This test is used to test comparative hypotheses between two independent samples. The Mann-Whitney U Test was used because the data obtained had previously been tested for normality. However, based on these results, the requirements for normality were not met, so the second alternative, the Mann-Whitney U Test, was used. The basis for decision-making in the Mann-Whitney U Test is as follows:

1. If the asymptotic significance value (2-tailed) is <0.05, then Ho is rejected and Ha is accepted.
2. If the asymptotic significance value (2-tailed) is >0.05, then Ho is accepted and Ha is rejected (Susanto et al., 2021).

RESULT AND DISCUSSION

The description of the research data aims to provide a general overview of the creative skills of class A and class B students. The data in this study consists of the results of students' creative skills in product design activities, product making, report making, and the results of work titles.

a. Results of Calculation of Average Creative Skills Values

Table 2. Results of Calculation of Average Creative Skills Values

Group	Performance Value on					
	Activity 1	Activity 2	Activity 3	Activity 4	Average	Category
1	90	96	85	85	89	Creative
2	87	88	90	88	88	Creative
3	66	88	80	93	82	Creative
4	92	67	85	90	84	Creative

The results of the calculation of the average value of students' creative skills are in the creative category in each group. However, this creative category has a different average value. Creative skills assessment is carried out on each activity, including: 1) product design activities; 2) product manufacturing; 3) product report creation; and 4) work presentation activities. The points contained in the student creative skills assessment instrument refer to creative skill indicators, namely fluency, flexibility, originality, and elaboration.

Based on Table 4.1, the average creative skill scores differed for each group. Group 1 had an average score of 89, group 2 had an average score of 88, group 3 had an average score of 82, and group 4 had an average score of 84. All of these average scores fall into the creative category. Indicators of creative skills that are seen in product design activities are fluency, flexibility, originality, and elaboration. Indicators of fluency and originality can be seen from students who are able to determine the type of product to be made and sold (food, drinks, handicrafts, etc.). Indicators of flexibility can be seen from students who are able to create product names effectively and clearly, are able to compose product promotional sentences/slogans with unique and interesting words, are able to determine the form of embalming (promotional sentences) according to the nature of the material/product packaging produced and, are able to design a logo/symbol very attractively. Indicators of elaboration can be seen from students who are able to provide information/descriptions about the product very completely, using clear, concise and easy-to-understand word choices.

The indicator of creative skills seen in product creation activities is elaboration. Students are able to develop and enrich the initial idea to create the product. The indicator of fluency can be seen from students who are able to provide concepts/ideas that are conveyed precisely, correctly, and in accordance with theory. The indicator of flexibility can be seen from students who are able to adapt by collaborating with group members in compiling product reports. The indicator of originality can be seen from the authenticity of the reports presented and their ability to provide ideas/concepts in compiling reports. The indicator of elaboration can be seen from the presented reports that can contain in-depth and detailed information with the report adhering to a clear and correct writing system.

Indicators of creative skills that appear in the exhibition of works are fluency, flexibility, originality, and elaboration. Indicators of fluency and originality can be seen from the types of products produced by students such as being able to produce products that are suitable for sale, the products produced have economic value and can be developed sustainably, and students are able to prepare products well for exhibition. Indicators of flexibility can be seen from students' creative solutions in arranging stand decorations with attractive layouts, providing supporting product information such as posters, leaflets and others, being able to create something that attracts buyers' interest and the composition of the products produced can be in the form of packaging that attracts buyers' interest. Indicators of elaboration can be seen from students in providing details by presenting product information clearly, accurately and comprehensively.

In group 1, the average score obtained was 89, which is included in the creative category. The product produced by group 1 is an environmentally friendly craft product. The raw materials used come from recycled plastic waste which is used as an attractive flower vase decoration, the result of students' creative thinking to reduce the impact of plastic waste use in the school environment. Students are able to modify and produce original, meaningful, useful and impactful works. In group 2, the average score obtained was 88, which is included in the creative category. The product produced by group 2 is a handicraft in the form of a bouquet made from plastic and paper waste found in the surrounding environment. The ability to process waste from bouquet wrappers can expand and develop students' ideas in more detail. In group 3, the score obtained was 82, which is included in the creative category. The product produced by group 3 is ecoprint batik used as a tote bag. Tote bags were chosen because they have benefits in reducing excessive plastic waste as shopping bags. The presence of tote bags is expected to reduce plastic waste in the surrounding environment. Group 4 received a score of 84, which is included in the creative category. The product produced by group 4 is a noni coffee drink. Noni is known as a medicinal plant with numerous benefits for the community, and this can train individuals to create unique, distinctive, and rare ideas.

Hypothesis Test Results

The analysis technique used in this study was the Mann-Whitney U test using independent sample tests with the help of IBM SPSS Statistics 21 for Windows. The Mann-Whitney U test was conducted by calculating each activity in the Student Worksheet (LKPD), including product design, product manufacturing, product report creation, and presentation of work results. The results of the Mann-

Whitney U test for product design activities are shown in Table 4.2. The significance value for Class A and Class B was 0.000 < 0.05. Thus, it can be concluded that there is a significant difference in product design activities between Class A and Class B.

Table 3. Results of the Mann-Whitney U-Test for Product Design in Class A and Class B

Test Statistics[a]

	Learning outcomes LKPD P5RA
Mann-Whitney U	.000
Wilcoxon W	120.000
Z	-4.819
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: Jenis
b. Not corrected for ties.

The results of the Mann-Whitney U-test for product manufacturing activities can be seen in Table 4.3. The significance value for Class A and Class B is 0.355 > 0.05. Therefore, it can be concluded that there is no significant difference in product manufacturing activities between Class A and Class B.

Table 4. Results of the Mann-Whitney U-Test for Product Manufacturing in Class A and Class B

Test Statistics[a]

	Learning outcomes LKPD P5RA
Mann-Whitney U	92.000
Wilcoxon W	212.000
Z	-.925
Asymp. Sig. (2-tailed)	.355
Exact Sig. [2*(1-tailed Sig.)]	.412[b]

a. Grouping Variable: Jenis
b. Not corrected for ties.

The results of the Mann-Whitney U test for product report creation activities can be seen in Table 4.4. The significance value for Class A and Class B is 0.000 < 0.05. Thus, it can be concluded that there is a significant difference in product creation activities between Class A and Class B.

Table 5. Results of the Mann-Whitney U Test for Product Report Creation in Class A and Class B

Test Statistics[a]

	Learning outcomes LKPD P5RA
Mann-Whitney U	28.000
Wilcoxon W	148.000
Z	-3.814
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: Jenis Kelas
b. Not corrected for ties.

The results of the Mann-Whitney U-test on the exhibition activity can be seen in Table 4.5. It is known that the significance value of class A and class B has a sig value of 0.000 < 0.05. Thus, it can be

concluded that there is a significant difference in product manufacturing activity between class A and class B.

Table 6. Results of the Mann-Whitney U-Test for the Exhibition Activities in Class A and Class B

Test Statistics[a]

	Learning outcomes LKPD P5RA
Mann-Whitney U	.000
Wilcoxon W	120.000
Z	-4.819
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: Jenis Kelas
b. Not corrected for ties.

The results of the hypothesis test are used to determine whether there is a significant difference in the results of the implementation of LKPD P5RA in class A and class B. From these results, in the product design activity, a sig value of 0.000 was obtained, the report making activity obtained a sig value of 0.000 and the title of the work obtained a sig value of 0.000 which means there is a significant difference because it has a sig value <0.05. While in the product making activity, a sig value of 0.0355 was obtained which means there is no significant difference in the results of the two classes. So it can be concluded that there is a significant difference between the implementation of LKPD P5RA in class A and class B, because the significance value obtained on average has a value <0.05.

Based on the average analysis and hypothesis testing results, this can occur because each student possesses diverse creative skills. These creative skills need to be honed and developed to generate creative ideas and motivation within each student. Teachers can act as learning facilitators to encourage student creativity. Teachers play a crucial role in creating a learning environment that allows students to be creative, while also motivating them to understand creativity and strategies. The teacher's role as a facilitator must provide students with the freedom to think creatively, ask questions, and try alternative approaches (Anwar et al., 2023).

CONCLUSION

Based on the data analysis and discussion in this study, it can be concluded that the implementation of the entrepreneurship-based P5RA Student Worksheet (LKPD) is considered effective in assessing students' creative skills, based on the results of the hypothesis test. The hypothesis test data indicate a significant difference between class A and class B at MA Da'watul Khoir Nganjuk. This is demonstrated by the Mann-Whitney U-Test calculation, which shows a significance value of 0.000 for product design activities, 0.355 for product creation activities, 0.000 for report creation activities, and 0.000 for work presentation activities. This means that the average significance value is <0.05. Thus, H0 is rejected and Ha is accepted, indicating a significant difference in the implementation of the entrepreneurship-based P5RA Student Worksheet at MA Da'watul Khoir Nganjuk.

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